DOCUMENT RESUME

ED 145 590 EA 010 061

TITLE Comprehensive Education Plan. School Year 1977-78.

INSTITUTION District of Columbia Public Schools, Washington, D.C. Office of Instruction.

PUB DATE Sep 77

NOTE 399p.; Not available in paper copy due to color of original document; Photographs may not reproduce

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS Budgeting; *Educational Objectives; *Educational Planning; Educational Programs; Elementary Secondary Education; Needs Assessment; *Performance Based Education; *Program Descriptions; School Systems; Test Results

IDENTIFIERS *District of Columbia Public Schools

ABSTRACT

This comprehensive plan is presented within a context that includes the completion of a year-long awareness program on competency-based education (CBE), instructional goals that were revised and prioritized through a system-wide needs assessment, student population projections, and budgeting practices. The comprehensive plan is focused on the design and implementation of a CBE curriculum. It identifies six critical issues to be resolved as the school system moves from its present traditional curriculum to a CBE approach--instructional goals and terminal objectives, CBE support systems and various team responsibilities, the instructional setting, training resources, a CBE monitoring system, and testing and assessment. The action plans of the major central offices and regions are included. (Author/IRT)

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COMPREHENSIVE EDUCATION PLAN

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

SCHOOL YEAR 1977-78

EA 010 061

THE OFFICE OF INSTRUCTION
AND
THE DIVISION OF PLANNING

SEPTEMBER 1977

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MISSION

To promote excellence by providing a viable and comprehensive instructional program (prekindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen.

PHILOSOPHY

We believe that every child has an inherent right to an education which will enhance the development of maximum capability, regardless of sex, and ethnic, economic, social or religious background. We believe that every child has the ability to learn, and that we must build on this positive assumption. We believe that every child has an inalienable right to the tools which facilitate the achievement of personal goals and the fulfillment of obligations to society. Therefore, the District of Columbia Public School System pledges itself to meeting this challenge by providing a comprehensive educational program in an atmosphere that is open, concerned, and responsive to the needs of students and the community.

We believe that every individual has certain basic human needs, beyond educational needs, which must be addressed by the schools. We believe that the educational process must provide an environment in which all students are afforded the opportunity to obtain competencies which will help them survive as individuals and as members of society. We believe that the District of Columbia Public Schools must serve as a model for public institutions by providing the best possible educational programs, management system, personnel and leadership in attempting to reach its goals. To that end we are committed to the establishment of practices and programs which will insure the intellectual, physical, emotional, and esthetic well-being of all students.

SYSTEM GOALS

GOAL I	*To promote academic excellence for the attainment of knowledge, competencies, and skills.*
GOAL II	*To ensure the active participation of all components of the District of Columbia Public Schools in the implementation of a systemwide competency-based curriculum.*
GOAL III	*To develop a systematic plan for the continuous assessment and evaluation of educational needs and achievement.*
GOAL IV	*To make significant improvements in the level of service and the efficiency of operations in the major support services and to maintain those levels of support services necessary to the mission of the school system.*

SCHOOL SYSTEM PRIORITIES

1977 – 1979

PRIORITY 1	*To design components for an instructional plan containing a systemic thrust for the Competency-Based Curriculum.*
PRIORITY 2	*To design a delivery system for educational programs and services.*
PRIORITY 3	*To determine the organizational schema for the accomplishment of goals and objectives within the given resources which includes central administration and the regions.*
PRIORITY 4	*To develop a system for comprehensive planning and formulate plans for the utilization of resources.*
PRIORITY 5	*To make significant improvements in the level of service and the efficiency of operations in the major support areas of management services.*
PRIORITY 6	*To develop an accountability plan which includes criteria for employee performance and progress and a system for evaluating student and employee performance and progress.*

At a special meeting held July 13, 1977, the Board of Education unanimously approved formal adoption of a letter commending the Superintendent on the outstanding accomplishments during the past sixteen months. The letter also indicated that members of the Board of Education are particularly interested in moving forward in the following areas during the next two years:

- *The development of an effective merit personnel system for the Public Schools of the District of Columbia;*
- *Continued pursuit of cooperation and resources from agencies which provide health services for our students;*
- *The complete implementation of the goals and priorities approved under "Fulfilling the Mission . . . A Program for Excellence, Efficiency, and Effectiveness;"*
- *The further development of an effective Communications and Public Relations Branch, which should include regular community-wide reporting activities and dissemination of information in the areas of testing, curriculum offerings, graduation and promotion requirements, and textbook titles;*

- *The development of a more effective truancy prevention program;*
- *The continued development of a federal grant funds control system which will be integrated with the regular budget, personnel, and financial control systems.*

I. INTRODUCTION

INTRODUCTION

In "Fulfilling the Mission. . . A Program for Excellence, Efficiency and Effectiveness," issued in October 1976, the Superintendent of Schools delineated the mission, goals and priorities of the school system. On December 15, 1976, the Board of Education approved the mission, goals and priorities, thus setting the stage for the development of a Comprehensive Education Plan for the District of Columbia Public Schools.

A Year of Awareness of Competency-Based Curriculum (CBC), involving all segments of the system, has been completed successfully under the direction of the Office of Instruction. Instructional goals developed by a Curriculum Advisory Committee for the Competency-Based Curriculum have been discussed, revised and prioritized through a system-wide Needs Assesment, conducted by the Division of Planning, which involved students, teachers, administrators, parents, and other citizens. The Division of Research and Evaluation has prepared student projections by schools for SY 1977-78 and three year projections by school levels to 1980, and the Division of Budget, in accordance with the District of Columbia's budget cycle, has prepared the budget request for FY 1978.

Within this framework, the Comprehensive Education Plan for SY 1977-78 is presented. The major educational thrust of the school system is found at the heart of the document--Instructional Dimension of CBC--developed by the Office of Instruction. It identifies six critical issues to be resolved as the school system moves from its present traditional curriculum direction to a competency-based approach; instructional goals and terminal objectives are delineated; a design for a CBC support system and responsibilities of various teams are presented; the instructional settings are described; training resources, CBC monitoring system, testing and assessment are outlined.

Giving the Instructional Dimension support and credibility are the philosophy, mission, system goals and priorities, demographic data, needs assessment, test results related to instructional goals, planning assumptions and constraints, and the budget process and categories.

The planning process being used requires each office, region and local school to develop an Action Plan in support of the Instructional Dimension. The Action Plans of the major central offices and regions are included in the Comprehensive Education Plan. The key components of the Action Plan are: planning assumptions, resources and constraints, alternatives, selected alternatives, process objectives, critical tasks with time lines and responsible officers, monitoring process, and evaluation.

The Comprehensive Education Plan for SY 1977-78 is focused on the design and implementation of a Competency-Based Curriculum; however, it establishes the foundation for the implementation of a system-wide planning process which will result in a multi-year plan involving all areas of the school system and interfacing with the budget cycle of the Public Schools.

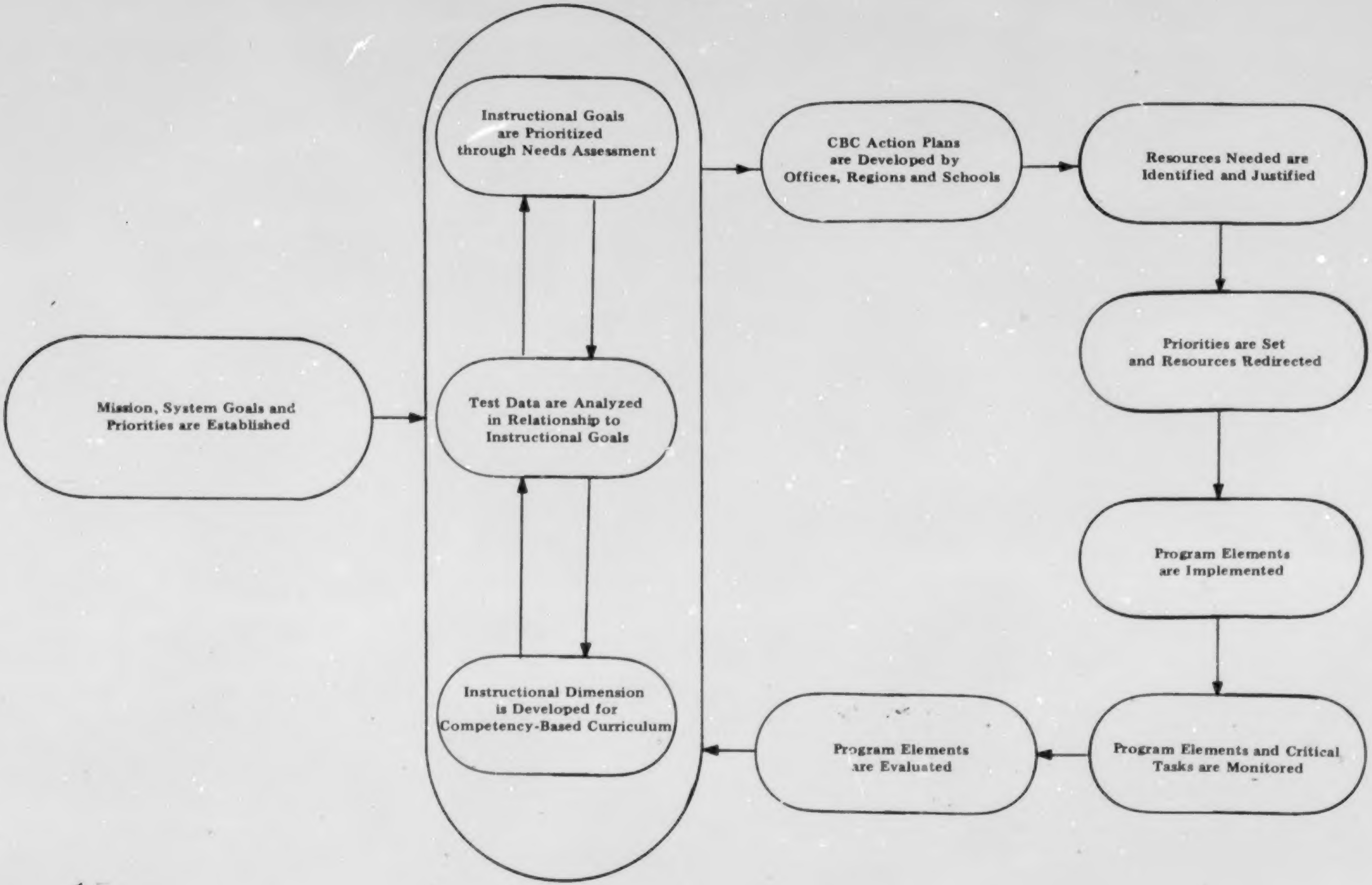
The development of a comprehensive plan involves more than consolidating the operational plans of system components. It is a process and framework for the delivery of educational services over time in an integrated and coordinated manner and serves as a reference point for the planning activities that must occur in all schools, regions and offices. In this context, the Comprehensive Education Plan serves the following important purposes:

- Reaffirms the mission, goals, and priorities of the school system;
- Communicates to the public and school personnel a greater understanding of the school system's purposes and operations;
- Provides a framework for planned, orderly change;
- Identifies the perceived needs of students provided through a needs assessment, and the actual needs of students as revealed through an analysis of test data;
- Establishes planning assumptions and constraints for SY 1977-78;
- Provides a systemic thrust for the design and implementation of a Competency-Based Curriculum;
- Fosters the active participation of all components of the school system and the community through school, regional and central office Action Plans;
- Gives a basis for identifying needed resources and determining the need for redirection of resources;
- Provides a framework for achieving accountability.

The Comprehensive Education Plan for SY 1977-78 is a one year plan. Future plans will cover a longer period of time and will be revised and updated each year. It is hoped that this plan will be used as a guide for all planning in the Public Schools of the District of Columbia and that it will provide a basis for a self-renewing process and serve as a springboard to future long-term planning.

PLANNING PROCESS FOR THE COMPREHENSIVE EDUCATION PLAN

1977-78


Mission, System Goals and Priorities are Established
Instructional Goals are Prioritized through Needs Assessment
Test Data are Analyzed in Relationship to Instructional Goals
Instructional Dimension is Developed for Competency-Based Curriculum
CBC Action Plans are Developed by Offices, Regions and Schools
Resources Needed are Identified and Justified
Priorities are Set and Resources Redirected
Program Elements are Implemented
Program Elements and Critical Tasks are Monitored
Program Elements are Evaluated

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Planning Assumptions

- The student population during SY 1977-78 will consist of 122,530 students including: 65,825 elementary students, 29,435 junior high school students, 21,480 senior high school students, 2,100 career development center students, 1,300 special education students, and 2,390 students in other categories.

- Implementation of a Competency-Based Curriculum will be the major thrust of the school system during 1977-78.

- The Office of Instruction will have the major responsibility for the development of the Competency-Based Curriculum and the training of teachers and administrators.

- The perceived needs of students, ranked instructional goals, and perceived level of performance of the school system as determined through the system-wide needs assessment; the results of students' performance on Prescriptive Reading and Mathematics Tests; the results of students' performance on norm-referenced tests, Everyday Skills Tests, and Differential Aptitude Tests will be used as guiding factors in establishing priorities for designing and implementing components of the Competency-Based Curriculum.

- The Office of Instruction, Office of Educational Programs and Services, Regional Offices and the local schools will share responsibilities for the implementation of the Competency-Based Curriculum.

- Support services for the implementation of the Competency-Based Curriculum will be provided by the Office of State Administration, Office of Management Services, Division of Planning, the Division of Research and Evaluation, and the Communications and Public Relations Branch.

- The expected level of funding in the regular budget will be $230,505,300. (This amount includes $8,443,300 for FY 1977 pay increases.)

- The level of funding in federal grants will be $39,456,100.

- The total number of school employees will decrease from 10,175 in FY 1977 to 9,656 in FY 1978, resulting in a loss of 519 positions.

- Allotments for supplies, equipment and materials will be approximately $8,800,000 in FY 1978.

- A continued decline in student enrollment, especially on the elementary level, will require additional study of schools for closing and the organizational patterns of schools.

- Instructional personnel and non-instructional items will be allocated on an equal basis per student in all regular schools.

- All elementary schools will be allocated a minimum of special subject teacher services in the curriculum areas of reading - language arts, math - science and physical education prorated on the basis of student membership.

- Resources at the junior and senior high school level will continue to be allocated for both required courses and a wide variety of elective courses.

- School employees will be held accountable for performance based upon established criteria for the evaluation of personnel.

- Active participation of citizens in broad-based input activities, i.e., goal setting and prioritization of goals, implementation plans, and assessment of progress, will be sought on a continuing basis.

- The image of the Public Schools of the District of Columbia will continue to improve through an effective internal and external communications and public relations program.

- Items in all budgets will be examined and justified on the basis of the goals and priorities of the school system.

Constraints

- A City Council imposed freeze on positions will continue in FY 1978.

- All budgets will be under severe pressure for reduction. (Impact Aid, Indirect Costs, parts of Title IV, and other smaller grants are general in nature and directly related to the regular budget.)

- The Wright Decree orders that the school system equalize pupil-teacher ratios in any single elementary school to within ±5% of the city-wide average, except for schools with less than 250 enrollment which may deviate to +10% or —5%.

- The regulations of ESEA Title I require that each school district provide at least comparable services in all its schools with state and local funds alone before federal Title I funds may be granted.

II. NEEDS ASSESSMENT

FINAL REPORT

GOAL SETTING AND NEEDS ASSESSMENT

by
Dr. David A. Erlandson

Queens College
of The City University of New York

THE PROCESS

SELECTING A PROCESS

In order to accomplish its City-Wide Needs Assessment, the Division of Planning of the Public Schools of the District of Columbia chose to use a version of the Phi Delta Kappa Educational Planning Model. This model has been disseminated nationally by Phi Delta Kappa (an international professional fraternity for men and women in education) and has been used with success by a wide variety of school districts. The Phi Delta Kappa approach to needs assessment seeks to find out from the community (1) what is important for the schools to be doing, and from community, staff, and students (2) how well the schools are doing these important things.

Two chief modifications were made in this approach for goal setting and needs assessment in the Public Schools of the District of Columbia: (1) information about what is important for the schools to be doing was obtained from professional staff and students as well as from parents and community members and (2) a set of fourteen instructional goals developed by the Office of Instruction of the Public Schools of the District of Columbia was substituted for the eighteen goals proposed by Phi Delta Kappa. (A list of fourteen instructional goals adopted by the Public Schools of the District of Columbia is contained in Appendix A to this report.) The first of these modifications (using professional staff and students to help identify what goals are important) was made because it is probably a better representation of the way that educational goal decisions must be made in a large urban center such as the District of Columbia. The second modification was made because (a) the fourteen goals had already been stated by the Office of Instruction and (b) they had been specifically shaped to fit the needs of the Public Schools of the District of Columbia.

IMPLEMENTATION OF THE PROCESS

Planning and Organization

The Phi Delta Kappa approach to goal setting and needs assessment had been used before in the District of Columbia schools: once in an elementary school and once in a junior high school. On those occasions (both in 1975), the present consultant, Dr. David Erlandson, had worked in conjunction with Dr. Mildred Cooper, the Assistant Superintendent for Research and Evaluation, and with Mr. Roger Fish of the Division of Research and Evaluation. Upon selecting the Phi Delta Kappa approach as its vehicle in city-wide needs assessment, the Division of Planning, through Mr. Fish (now an Assistant in that Division), again contacted Dr. Erlandson and, with him, began making preliminary arrangements for the city-wide operation.

On the morning of December 20, 1976, Dr. Erlandson met with Mr. J. Weldon Greene, Director of the Division of Planning, and with Mr. Fish in Mr. Greene's office for the purposes of completing initial arrangements and scheduling the sequence of events to be followed in implementation of goal setting and needs assessment. Decisions were made (1) to conduct two goal setting meetings in each of the system's six regions, (2) to conduct a goal setting meeting for personnel working in the central administration, and (3) to hold a training session for "facilitators" who would assist Dr. Erlandson in the conduct of the other meetings.

In the afternoon of the same day, Dr. Erlandson met with Dr. James Guines, Associate Superintendent, Mrs. Joan Brown of the Office of Instruction, Dr. Cooper, Mr. Greene, and Mr. Fish. During this meeting, plans were made for translation of results to the school curriculum.

On January 27, 1977, a group of approximately forty persons, selected from the central administration and from six regions of the District of Columbia schools, met with Dr. Erlandson in an all-day session and were trained as "facilitators" in the Phi Delta Kappa educational planning process. These individuals themselves went through the process that would be applied in the regional meetings and discussed its application with Dr. Erlandson.

Between February 10 and March 9, thirteen goal setting meetings were held — two in each of the six regions and one in the Presidential Building for personnel from central administration. Each of the meetings was held for half a day, either in the morning or the afternoon.

The regional meetings were attended by representatives from the individual schools. Every school in the city had been asked to send a team of five representatives to one of the regional meetings. Each of these teams was made up of an administrator, a teacher, a student, a parent, and a community representative.

Conduct of the Process

Each of these thirteen meetings followed a similar format:

(1) Revision and adoption of instructional goals.

Although fourteen goals had been proposed by the Office of Instruction, it is, nevertheless, a key element of the Phi Delta Kappa process that the individuals at each meeting should have the opportunity to amend, add to, or otherwise modify the proposed goals. This is accomplished by a process of open negotiation among the members of the meeting. In this way, the goals generally become better understood by the persons at the meeting and become, if only to a limited degree, their "personal property."

At some of the meetings, relatively little discussion was held during this negotiation period. At other meetings, changes were made in the wording of particular goals. At two of the meetings, a fifteenth goal (in each case, a goal having to do with the teaching of science) was added.

(2) Prioritization of instructional goals (individual goal rating).

After the wording of the goals was agreed upon at a meeting, each individual was asked to make a rating of the goals. To aid him/her in this task, he/she was given thirty-five red discs (thirty-eight discs if fifteen goals were used) to divide among the goals in order to indicate his/her estimate of their importance. Each disc had a value of one point, and the individual could assign from zero to five discs (points) to a goal. By being forced to allocate a limited number of discs to designate the importance assigned to each of fourteen (or fifteen) goals, the individual approximated the process that board members, administrators, and teachers must frequently become involved in when they must allocate limited resources to a variety of important instructional purposes.

When the individual had completed the assignment of the discs, he/she recorded the number of discs (points) on his/her Individual Goal Rating Sheet. (A copy of this form is contained in Appendix F to this report.) These individual goal ratings are summarized in the "What's Important?" section of "Findings" on pages 15-19 and also in Appendix C to this report.

(3) Prioritization of instructional goals (small group rating).

After individual members had completed their goal ratings, they were randomly assigned to small groups of four persons (three or five persons in exceptional cases) to repeat the goal rating process through group decision. Each group was asked to arrive at "consensus" (i.e., agreement among three out of the four individuals) on the rating of each goal. As in the case of the individual ratings, the group was confined to the use of thirty-five discs. This phase of the process, which typically elicited heated discussion and negotiations within the small groups, was perhaps the most valuable part of the whole process. Two things typically occurred: (a) by arguing for their favorite goals and by listening to the arguments of others in the small group, individuals developed more complete understanding of the separate goals; and (b) they became more broadly aware of the arguments for and against various educational priorities.

When this small group work had been completed, the separate group ratings were compiled into a total meeting summary. These meeting summaries are discussed in the "What's Important?" section of "Findings" on page 15 and shown in Appendix B to this report.

(4) Performance rating.

At the conclusion of the meeting, each participant was given a form entitled "Individual Rating of the Level of Performance of Current School Programs." The participants were asked to complete this form at home and to return it either by school mail or U. S. Mail. In addition, forms were delivered to the two alternates who had been designated for each meeting participant. Since approximately 800 persons attended the meetings, a potential of approximately 2400 of these forms could have been returned. By the May cut-off date, 653 had been received.

These Individual Rating of the Level of Performance of Current School Programs forms asked respondents to indicate on a scale of from 1 to 9 (9 as the highest rating) how well current school programs were meeting each of the goals. Summaries of the data obtained from these forms are presented in the "What's Needed?" section of "Findings" on pages 25-30 and also in Appendix C to this report. A copy of the Individual Rating of the Level of Performance of Current School Programs form is contained in Appendix F to this report.

(5) Meeting evaluation.

Also at the conclusion of each of the meetings, each participant was asked to complete an evaluation form. In addition to rating the meeting on a variety of criteria, participants had the opportunity to write in comments. A large number of the participants took advantage of this opportunity. These forms were collected, analyzed, and used to make plans for future meetings. Most of the comments indicated that the participants had become very involved in the process and very optimistic about the prospects for where the process would lead.

There was also, of course, some measure of negative feedback. Some of this negative feedback focused on the facilities of the particular meeting; some questioned the validity of the process; some doubted that anything would really be done with the results. However, much of this negative feedback was useful. Some pointed to ways for improving future meetings. (This was welcomed and generally used.) Other feedback revealed sincere apprehensions and doubts which should serve as valuable guides to planners and curriculum developers in the future.

FINDINGS

WHAT'S IMPORTANT?

Decisions at Regional and Central Administration Meetings

The decisions made by the small groups at the thirteen meetings are summarized in Table I and Figure A. For each goal, Table I shows the average rating (on a scale of 0 to 5) assigned to the goal by the 201 small groups that met at the thirteen meetings, the overall rank (based upon the average rating), the highest rank assigned at any of the meetings, and the lowest rank assigned at any of the meetings. Figure A shows the average ratings assigned by small groups in graphic form. Summaries of the goal ratings from each regional meeting and the central administration meeting may be found in Appendix B to this report.

Two items stand out from this data:

(1) Goal 1 ("A command of fundamental communication skills") stands out as the most important goal, as determined by the meeting participants.

  (a) Goal 1 was by far the most highly rated goal. Its average rating (on a scale of 0 to 5) was 4.73. The next most highly rated goal (Goal 2) had a rating of 3.69, a full point behind it.

  (b) Goal 1 not only ranked first overall but also was ranked first at every meeting.

(2) Goals 2, 3, 6, and 8 stood out clearly as the next most highly rated goals.

  (a) These four goals were ranked in positions 2, 3, 4, and 5 at every meeting, though they were not always in the same rank order with respect to each other at every meeting. (One minor exception to this was in the second meeting in Region IV, when Goal 9 was tied with Goal 8 for the fifth rank.)

  (b) These four goals were the only ones, other than Goal 1, that received an average rating better than 3.0. The lowest rated of the four goals (Goal 8) was more than a full half point ahead of the sixth ranked goal (Goal 9).

Goal Ratings by Individual Members

The information presented in this section was obtained from the Individual Goal Rating forms filled out by participants at the thirteen meetings. This information thus represents individual decisions that were made about the importance of goals prior to the time they were influenced by their small groups.

These individual goal ratings are summarized in Tables II and III, in Figure B, and in Appendix C. Table II shows the average ratings (on a scale of 0 to 5) obtained from all the individual goal rating sheets, the ranks derived from these ratings, the highest rank assigned by any representative group, and the lowest rank assigned by any representative group. Figure B shows, in graphic form, the overall rating assigned to each goal by the individual goal rating sheets.

TABLE I - Summary of Ratings and Ranks Assigned by Small Groups

GOAL	Average[1] Rating	Overall[2] Rank	Highest[3] Rank	Lowest[4] Rank
1. A command of fundamental communication skills.	4.73	1	1	1
2. A command of the skills that constitute mathematical literacy.	3.69	2	2	4
3. The ability to think critically, constructively and creatively.	3.62	3	2	5
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	2.02	8	6	13
5. The skills and attitudes necessary to planning one's future.	2.26	7	6	10
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.30	4	2	5
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.37	14	7	14
8. A command of the skills that promote sound physical, mental and emotional health.	3.09	5	2	5
9. An understanding and appreciation of inter-group relationships and acceptance of responsibility within the group.	2.55	6	5	9
10. Knowledge of governmental processes and the implications of changing political times.	1.57	13	10	13
11. The ability to demonstrate understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.61	12	8	13
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	1.98	9	6	11
13. A command of the analytical skills which lead to sound consumer practices.	1.70	10	7	14
14. The ability to use leisure time wisely and constructively.	1.63	11	9	14

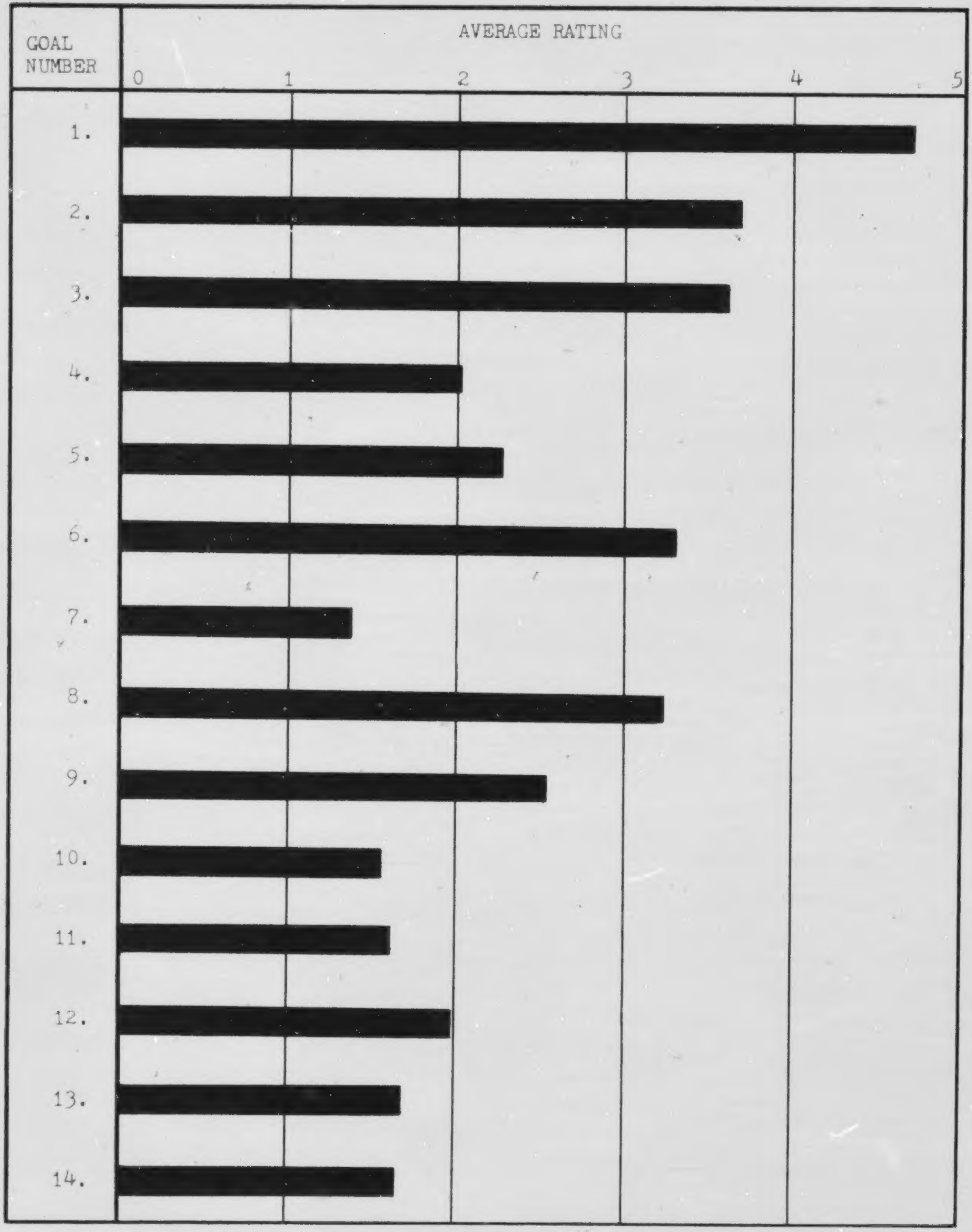
[1] The figures in this column are derived by totaling the ratings of small groups at all the meetings and dividing that total by the number of small groups. The total number of small groups in the thirteen meetings was 201.

[2] This figure is that derived by rank-ordering the figures in "Average Rating" column.

[3] This is the highest rank assigned at any meeting.

[4] This is the lowest rank assigned at any meeting.

Figure A - Average Ratings Assigned by Small Groups



GOAL	Average Rating	Overall Rank	Highest Rank	Lowest Rank
1. A command of fundamental communication skills.	4.29	1	1	1
2. A command of the skills that constitute mathematical literacy.	3.41	2	2	6
3. The ability to think critically, constructively and creatively.	3.32	3	2	5
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	2.18	8	7	11
5. The skills and attitudes necessary to planning one's future.	2.43	6	3	11
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.17	4	3	7
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.54	14	9	14
8. A command of the skills that promote sound physical, mental and emotional health.	2.88	5	2	12
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.35	7	4	12
10. Knowledge of governmental processes and the implications of changing political times.	1.71	13	4	14
11. The ability to demonstrate understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.77	12	2	13
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	2.13	9	5	14
13. A command of the analytical skills which lead to sound consumer practices.	1.89	11	6	14
14. The ability to use leisure time wisely and constructively.	1.96	10	3	14

TABLE II - Total Summary of Individual Goal Ratings

Figure B - Averages of Individual Goal Ratings

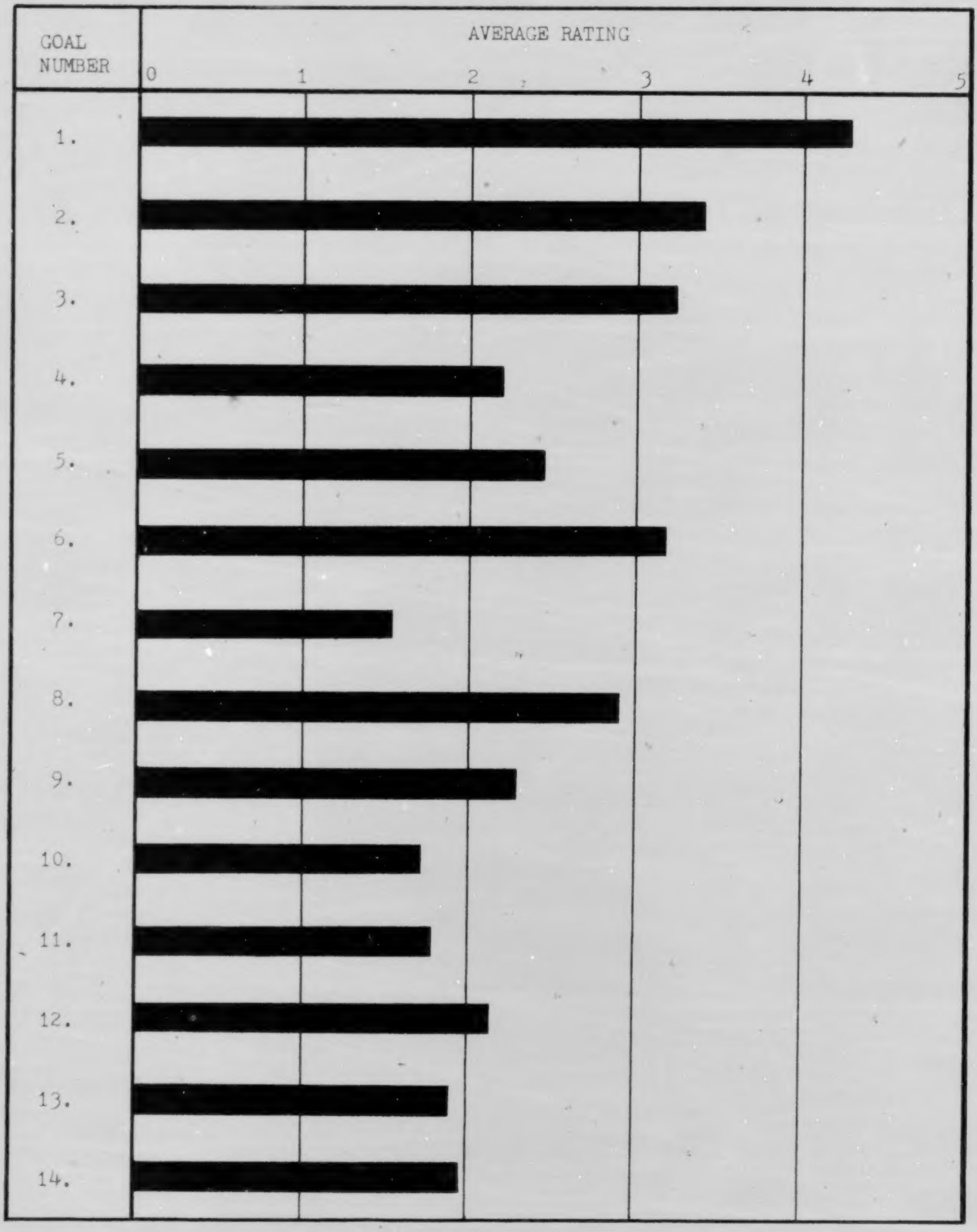


Table III shows the ranks assigned by the members of each representative group on these individual goal ratings. In Appendix C may be found the average ratings obtained from all the individual goal rating sheets for each representative group as well as the ranks derived from these ratings.

A pattern emerges from this data that is very similar to that displayed by the small groups at the thirteen meetings. The main results may be summarized as follows:

(1) Once again, Goal 1 stands out as most important. It was ranked first overall and also by every representative group.

(2) As in the case of the small group decisions, Goals 2, 3, 6, and 8 stand out as the next most highly rated goals.

Thus, the chief information obtained from the small groups at the regional and central administration meetings was reinforced by that obtained by the same meeting participants, acting as individuals, prior to making their group ratings.

It may be of some interest to note the indicators of disagreement between representative groups concerning the importance of particular goals. Part of this disagreement can be judged from looking at the range of ranks shown in Table II or at the different mean ratings by representative groups shown in Appendix C. To further assist in analyzing this disagreement, the rating of each goal by each representative group was compared with the rating of that goal by every other representative group, using a t-test for the significance of difference between means. The record of statistically significant differences (at both the .05 and .01 levels) obtained in this manner is shown for every goal in Appendix D to this report and is available to the individual who wishes to explore this information further.

This information will not be examined at length here, but one brief example may help to illustrate its potential usefulness. The use of the t-test for the significance of differences between means helped to pinpoint those goals on which there was the greatest amount of disagreement between groups. In this process, two goals stood out as being focal points of disagreement:

Goal 7 — The knowledge, appreciation, and understanding of literature and the visual and performing arts.

Goal 14 — The ability to use leisure time wisely and constructively.

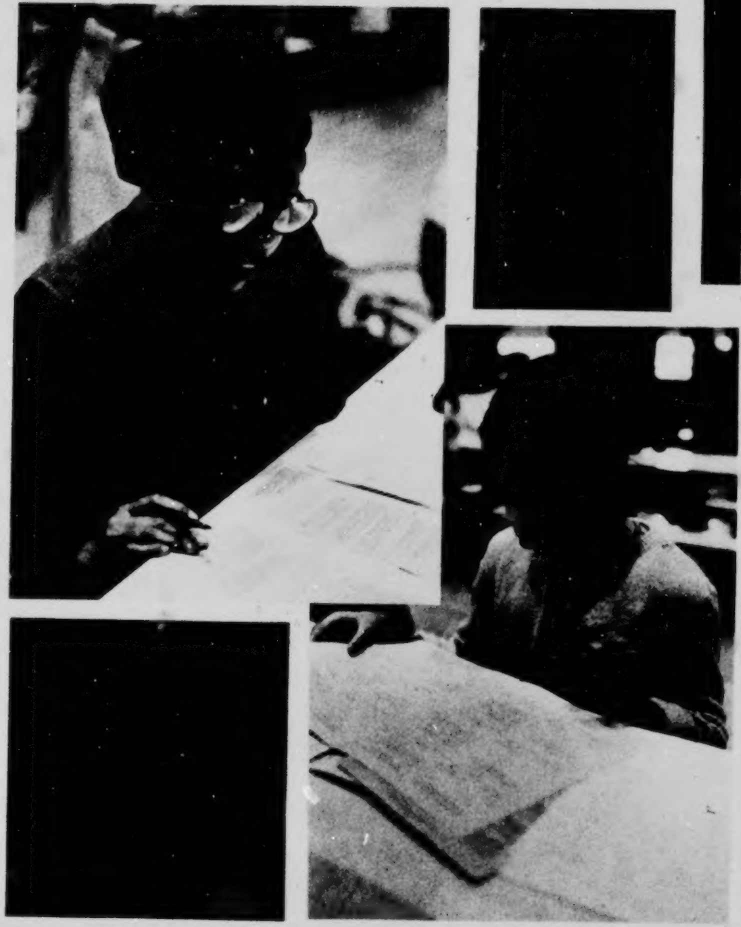
These two goals received overall ranks of fourteen and ten respectively, and thus do not appear to be prime targets for future development. Nevertheless, the data derived from the t-tests and summarized in Appendix D caution us that there is considerable disagreement about the importance of these goals that perhaps should be taken into account in future planning.

An inspection was also made in this study of the amount of disagreement about goal priorities within representative groups and among the small groups at each of the thirteen meetings. This inspection was accomplished by examining the variances of the goal rating data furnished by each group. However, no regular patterns were uncovered, and, consequently, this examination of variances is not included in this report.

RANKS ASSIGNED BY REPRESENTATIVE GROUPS

Goal / Representative Group	PTA, HSA, local or area school board member	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
1. A command of fundamental communication skills.	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2. A command of the skills that constitute mathematical literacy.	2	3	2	4	2	2	2	2	6	5	3	3	3	4
3. The ability to think critically, constructively and creatively.	3	2	3	2	3	3	3	3	4	2	5	2	2	2
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	8	8	9	8	7	7	9	10	11	9	7	8	10	8
5. The skills and attitudes necessary to planning one's future.	6	8	8	11	6	9	8	8	4	3	5	7	9	6
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	4	4	4	3	4	4	4	5	7	4	4	4	4	3
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	14	13	13	12	14	14	14	14	10	10	9	14	14	14
8. A command of the skills that promote sound physical, mental and emotional health.	5	5	7	4	5	5	5	4	2	6	12	5	5	5
9. An understanding and appreciation of inter-group relationships and acceptance of responsibility within the group.	7	7	9	4	8	6	6	7	8	8	12	6	8	7
10. Knowledge of governmental processes and the implications of changing political times.	12	14	11	4	10	13	11	12	13	14	9	13	11	12
11. The ability to demonstrate understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	10	11	12	9	12	12	13	9	9	10	2	12	13	13
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	11	6	5	14	9	8	7	6	11	12	9	10	7	9
13. A command of the analytical skills which lead to sound consumer practices.	13	10	6	13	13	10	10	11	14	13	14	9	6	10
14. The ability to use leisure time wisely and constructively.	8	12	14	9	11	11	12	13	3	7	7	11	12	11

TABLE III - Summary of Ranks by Representative Groups Derived from Individual Goal Ratings.



WHAT'S NEEDED?

This section is based upon the information supplied by the "Individual Rating of the Level of Performance of Current School Programs" forms that were returned to the Division of Planning. The results obtained from these forms are summarized in Tables IV and V, in Figure C, and in Appendix C to this report. Table IV shows the average performance ratings (on a scale of 1 to 9) obtained from the total number of returned forms and the ranks derived from these ratings. Table V shows the performance ranks assigned to each goal by the various representative groups. Figure C Shows, in graphic form, the average performance ratings obtained from the returned forms. In Appendix C may be found the average performance ratings assigned each goal by each representative group, as well as the ranks derived form these ratings.

Quite unlike the small group and individual goal ratings, the performance rating returns showed no clear pattern. Although the performance rating scale had considerably greater breadth (1-9 as opposed to 0-5), the average performance ratings of the goals were much closer together than were the average goal ratings. Only .89 separated the highest and lowest goals on their performance ratings, whereas there was (on a narrower scale) a difference of 2.75 between the highest and the lowest goals when rated in terms of their importance. (See Table II). A comparison of the graphs in Figures C and B (in which the scales are adjusted to make them directly comparable) makes this difference in variability readily apparent.

All of the average performance ratings fell within the category on the returned forms designated as "Fair But More Needs To Be Done." (A copy of the "Individual Rating of the Level of Performance of Current School Programs" form is included in Appendix F to this report.)

When we move from overall average performance ratings to the performance ratings by representative groups, we get a similar picture. Here, it seems, the range between the performance ratings of goals tends to increase slightly (see Appendix C), but it is still relatively narrow. The greatest range between performance ratings for highest and lowest ranked goals is only 1.44, the difference found between the goals ranked highest and lowest by central administration representatives.[1] All the other ranges are less. Generally, it can be concluded that neither the raters as a whole nor the various representative groups perceive major differences in the levels of performance of different goals.

Perhaps the most interesting item to note from the data on performance ratings is that while all representative groups tended to rate current performances of all goals fairly equally, there was a somewhat greater difference between the average ratings of different groups. For instance, central administration and regional administration representatives tended to rate current performances fairly low (4.35 and 4.69 respectively) while elementary school students tended to rate their current programs considerably higher (6.47). These average performance ratings are presented in graphic form in Figure D.

Finally, it may be of interest to some readers to examine in detail the differences in the performance ratings of each goal by different groups. As indicated above, the average performance ratings for each goal by every representative are shown in Appendix C. In addition, as in the case of the individual goal ratings, the performance rating given each goal by each representative group was compared with the rating given to that goal by every other representative group, and the difference between mean ratings was analyzed by a t-test. The statistically significant differences between these means are contained in Appendix E.

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[1] There was a 2.75 difference between goals ranked highest and lowest by school board members, but this ranking is not considered here because it was based on ratings of only four persons.

GOAL	Average Performance Rating	Rank
1. A command of fundamental communication skills.	5.50	4
2. A command of the skills that constitute mathematical literacy.	5.32	5
3. The ability to think critically, constructively and creatively.	5.18	9
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	5.09	10
5. The skills and attitudes necessary to planning one's future.	5.21	8
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	5.05	11
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	5.51	3
8. A command of the skills that promote sound physical, mental and emotional health.	5.72	1
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	5.53	2
10. Knowledge of governmental processes and the implications of changing political times.	4.91	13
11. The ability to demonstrate understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	5.22	7
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	5.05	11
13. A command of the analytical skills which lead to sound consumer practices.	4.83	14
14. The ability to use leisure time wisely and constructively.	5.28	6

TABLE IV - Total Summary of Performance Ratings

RANKS ASSIGNED BY REPRESENTATIVE GROUPS

Goal / Representative Group	PTA, HSA, local or area school board member	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other*	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
1. A command of fundamental communication skills.	1	14	11	4	1	3	8	9	4	2		1	12	5
2. A command of the skills that constitute mathematical literacy.	6	12	13	2	3	3	13	7	5	13		3	9	9
3. The ability to think critically, constructively and creatively.	5	10	12	2	9	8	8	8	1	5		10	14	11
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	11	8	10	11	6	12	14	10	12	6		7	6	7
5. The skills and attitudes necessary to planning one's future.	9	6	9	8	6	7	7	6	5	1		12	3	6
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	9	12	7	1	11	11	10	12	11	8		8	13	12
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	3	1	6	4	8	1	2	4	9	12		4	3	2
8. A command of the skills that promote sound physical, mental and emotional health.	2	4	1	7	4	2	1	1	2	9		2	1	1
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	3	3	2	4	2	5	2	2	2	7		5	2	4
10. Knowledge of governmental processes and the implications of changing political times.	13	7	3	8	10	14	12	13	14	14		11	9	13
11. The ability to demonstrate understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	8	2	5	13	5	10	5	5	10	3		9	6	8
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	11	10	3	12	13	9	5	11	8	11		13	5	10
13. A command of the analytical skills which lead to sound consumer practices.	14	8	14	8	12	13	10	14	13	10		14	8	13
14. The ability to use leisure time wisely and constructively.	7	4	7	14	14	6	4	2	7	4		6	9	2

*Inadequate Data

TABLE V - Summary of Performance Ranks by Representative Groups

Figure C - Average Performance Ratings

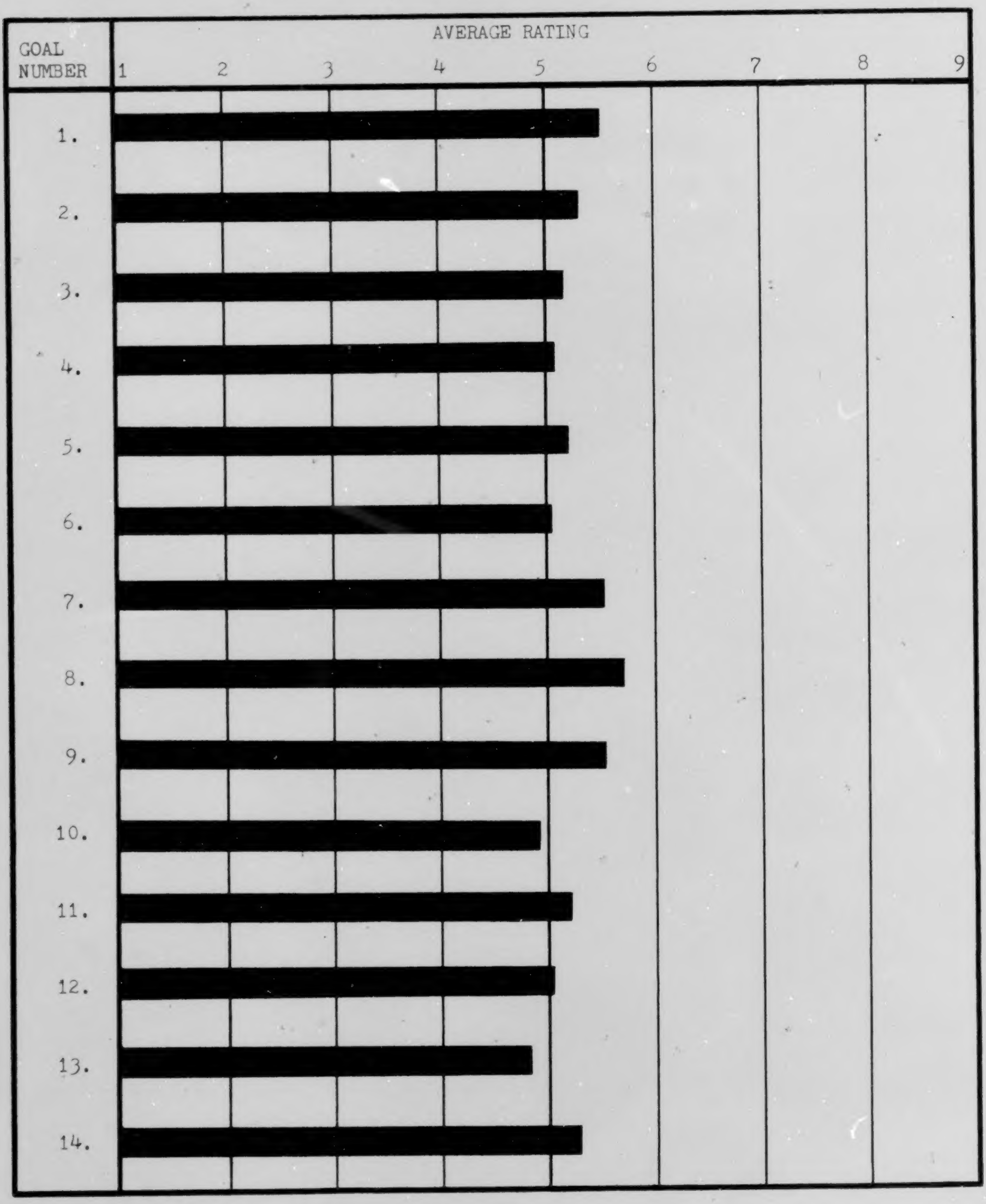
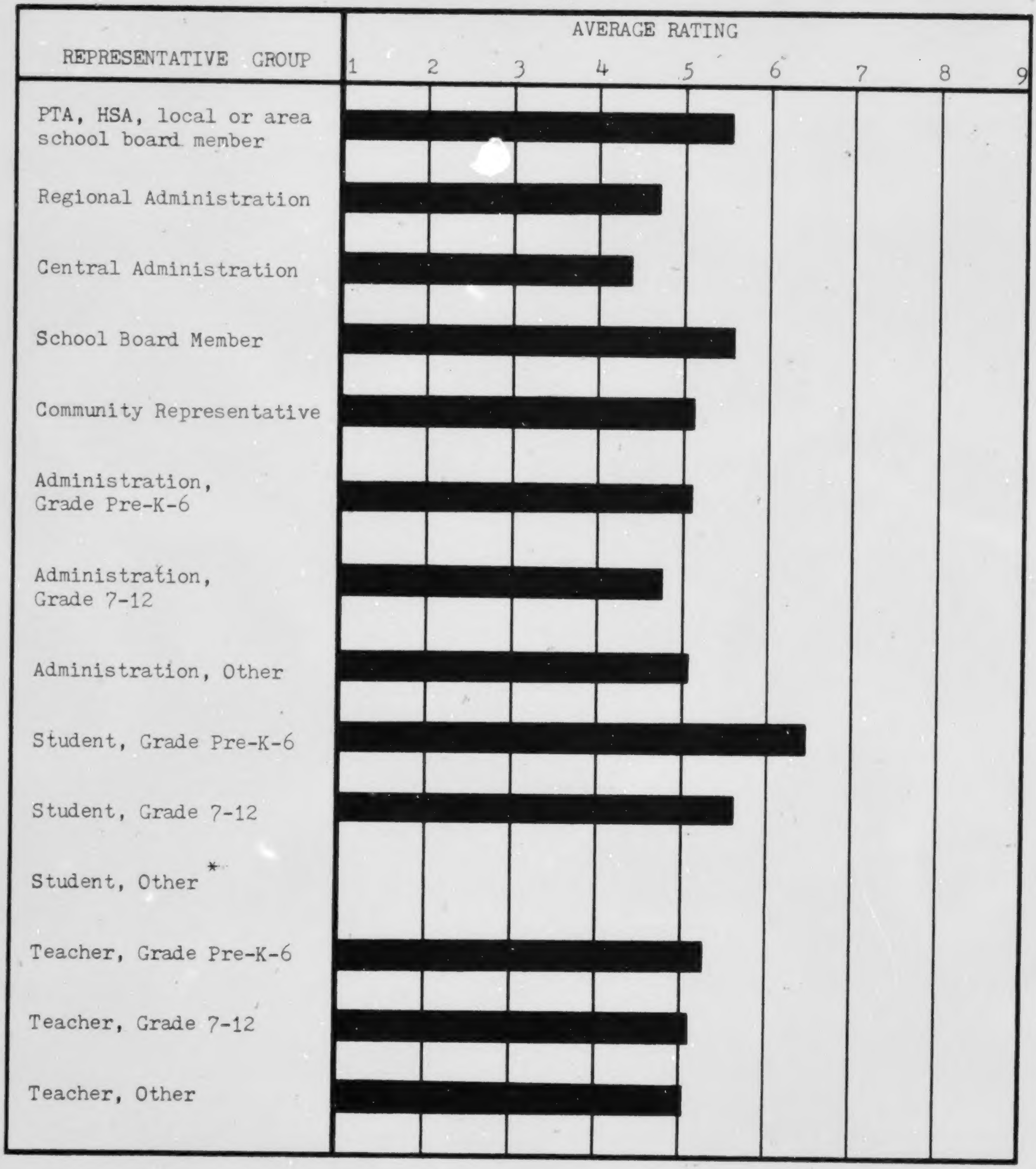
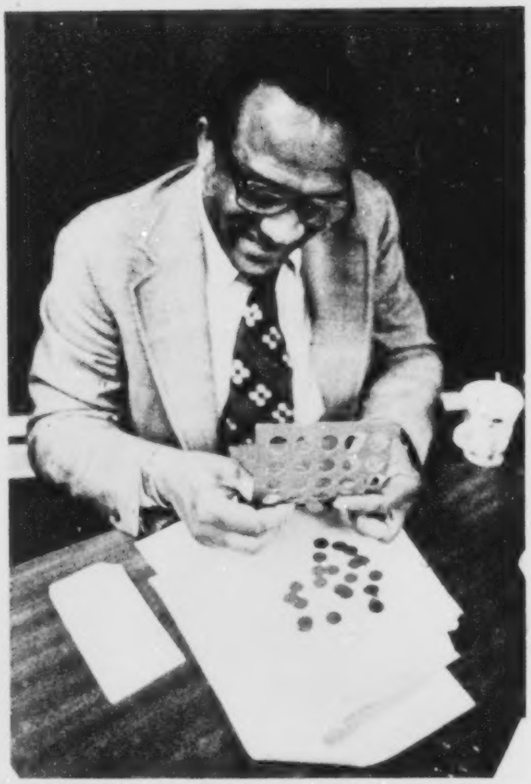


Figure D - Average Performance Ratings of Current School Programs by Different Representative Groups



* Inadequate Data

The matrices in Appendix E also can assist in the interpretation of other pieces of our data. For instance, Figure D, as we noted, shows that elementary school children tended to rate the performance of current school programs higher than did the other representative groups; Appendix E shows the strength of this tendency. Elementary school students differed significantly from most other representative groups on every goal.



INTERPRETATIONS AND CONCLUSIONS

The findings presented in the previous section of this report are fairly clear and probably need little in the way of further interpretation. Nevertheless, the main points of these findings will again be emphasized in this section and some additional inferences will be drawn.

The presentation of the findings in this report and the interpretation made from them are the work of Dr. David A. Erlandson, a consultant who has considerable experience in using the Phi Delta Kappa approach to educational planning in a variety of schools and school districts. Being an outsider, the conclusions he draws and the inferences he makes will probably be free from the natural bias which frustrates even the best intentioned insider. On the other hand, being an outsider, he also is limited by being unaware of the subtleties of background and relationships that are so meaningful to the insider.

Therefore, the reader of this report is encouraged to look critically both at the findings of this report and the inferences drawn from them. Because of the exhaustive data collected for this report, there is nearly no limit to the number of facts that could have been presented, and the particular findings emphasized are those that the consultant, after examining the various combinations of data, considered most pertinent. The reader who wishes to make his own judgments about what is most pertinent may find it useful to explore the appendices to this report in depth, or he may wish to search through the original data in the Division of Planning.

Nevertheless, the major features of this report stand out fairly clearly. The small groups at thirteen meetings and the individual members of fourteen representative groups were unanimous in naming Goal 1 as the most important goal for the schools:

Goal 1 — A command of fundamental communication skills. This goal stood out clearly above all the rest.

Four more goals (Goals 2, 3, 6, and 8) stood out clearly above the remaining goals. These four goals were named as the second, third, fourth, and fifth most important goals by the small groups and by individual members at the thirteen meetings.

Goal 2 — A command of the skills that constitute mathematical literacy.

Goal 3 — The ability to think critically, constructively, and creatively.

Goal 6 — The attitudes and self-discipline necessary to meet everyday situations realistically.

Goal 8 — A command of the skills that promote sound physical, mental, and emotional health.

While these four goals did not approach the primacy of Goal 1, they definitely stand out above the others.

This unanimity about the importance of five goals is a quality that the consultant has not always encountered in schools elsewhere. Such unanimity gives the schools a clear mandate and can pave the way for significant curriculum development. Individuals from a variety of representative groups have spoken with certainty about what they want for their schools.

On the other hand, while the representatives from the various groups spoke out clearly about what they wanted the schools to emphasize, they were much less clear in rating the performance of current school porgrams. The overall ratings by the individuals who rated the schools' performance, as well as the ratings of representatives from different groups, did little to distinguish perceived need among the various goals. Perceived performance in achieving every goal was seen as falling into the category "Fair But More Needs To Be Done."

This is a finding that is difficult to interpret. It is probably safest to interpret it as essentially a neutral finding, that, while it does not lend greater urgency to the pursuit of the five goals ranked most important, should in no way diminish the urgency which their high ranking gives them.

At the same time, it must be remembered, in reviewing these findings, that the performance ratings assigned to the various goals are averages. There is little doubt that for every goal there are some individuals who are elated over current school performance and others who are quite disenchanted. In pursuing instructional goals, different insights should be more precisely identified by the Division of Planning and the Office of Instruction and should be used in structuring school programs.

USES OF THIS REPORT

As indicated, an outside consultant, free from the biases and blindspots of insiders, can often make a unique contribution. If this occurred in any measure during the implementation of the goal setting and needs assessment process in Washington, D. C., it is indeed fortunate.

Nevertheless, when the consultant leaves, the really important work remains for the administrators, teachers, students, parents, board members, and community supporters of the schools. The schools belong to these individuals, not to the consultant. Therefore, the success of the process can only be measured by the degree to which these individuals can use it to make a positive impact upon their schools. The schools belong to them; this goal setting and needs assessment process belongs to them; and the interpretation and implementation of the findings belong to them.

What happens next? The Office of Instruction is using these goals as guides for structuring the Competency-Based Curriculum. School programs must be examined to determine the degree to which they are serving these goals, particularly the five most highly rated goals.

The task of linking school programs to the support of particular goals is not usually a uniform process. For instance, Goals 1 and 2 are linked fairly specifically with particular reading, language arts, and mathematics programs. On the other hand, Goals 3, 6, and 8 are less likely to be linked with particular programs but probably need to be emphasized in a broad range of instructional programs. The Office of Instruction is engaged in this necessary task of specifying these linkages between programs and goals.

Nevertheless, although the Office of Instruction has taken the major responsibility for this task, it must be reiterated, in closing, that the various representative groups involved in this goal setting process must continue to be involved in the instructional development process. Certainly, personnel from the Office of Instruction must furnish much of the expertise for translating goals into curriculum development. But all the representative groups must continue a dialogue with each other as the process develops. The schools belong to all of them, and the process of instructional development is too central to the life of those schools to be allowed to slip into obscurity. One of the main purposes of the Phi Delta Kappa approach is to build a dialogue between school and community. To some degree at least, this has happened in the District of Columbia. Once established, it should not be allowed to disappear.

III. INSTRUCTIONAL GOALS

INSTRUCTIONAL GOALS PRIORITIZED

GOAL 1 *A command of fundamental communication skills. . .*

GOAL 2 *A command of the skills that constitute mathematical, scientific, and technological literacy. . .*

GOAL 3 *The ability to think critically, constructively and creatively. . .*

GOAL 4 *The attitudes and self-discipline necessary to meet everyday situations realistically. . .*

GOAL 5 *A command of the skills that promote sound physical, mental and emotional health. . .*

GOAL 6 *An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group. . .*

GOAL 7 *The skills and attitudes necessary to planning one's future. . .*

GOAL 8 *The ability to relate knowledge and capabilities to individual needs and aspirations. . .*

GOAL 9 *The ability to demonstrate marketable skills which may lead to economic independence. . .*

GOAL 10 *A command of the analytical skills which lead to sound consumer practices. . .*

GOAL 11 *The ability to use leisure time wisely and constructively. . .*

GOAL 12 *An understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships. . .*

GOAL 13 *Knowledge of governmental processes and the implications of changing political times. . .*

GOAL 14 *The knowledge, interpretation and appreciation of literature and the visual and performing arts. . .*

IV. TEST RESULTS

TEST RESULTS
RELATED TO
INSTRUCTIONAL GOAL STATEMENTS

The Division of Planning

TEST RESULTS RELATED TO INSTRUCTIONAL GOAL STATEMENTS

A school system needs to identify its goals, then assess how well it is meeting those goals. One part of that assessment, as reported in a previous section, involves the identification of perceived needs of the school system. Another part is the collecting and analyzing of pertinent data from student testing programs to determine actual student needs. For each goal statement, then, results will be reported from the following tests:

Prescriptive Reading Test and Prescriptive Mathematics Test (PRT and PMT)[1,2,3]
Comprehensive Tests of Basic Skills (CTBS)[4,5]
Differential Aptitude Tests (DAT)[6]
Everyday Skills Test (EST)[7]
Self Observation Scales (SOS)[3,8]
Occupation Awareness Survey (OAS)[8]
Career Awareness Development Inventory (CADI)[8]
Decision Making Scale (DMS)[8]
Physical Fitness Survey (PFS)[3]
Conservation Assessment Package (CAP)[3]

Each of the documents cited presents the test data and a summary of findings. It would not be useful to repeat that effort, but instead, to direct attention to each source of the data. Information presented here in most cases will be taken directly from the source documents with the appropriate citation, but without conventional quotation marks. The excerpts and charts given show the information available, but persons working to meet the instructional goals should consult the actual source documents in order to have a full understanding of the test results and the implications for advancing student learning.

GOAL 1: A COMMAND OF FUNDAMENTAL COMMUNICATION SKILLS

The Prescriptive Reading Test is administered fall and spring to all students, grades one through nine, except those junior high students who have already demonstrated mastery of the junior high level test (Level H). (ff.1,2) The performance standards for this criterion-referenced test are the curriculum objectives for specific grades in the D.C. Public Schools. Thus, Level A of the test is associated with grade one objectives, Level B with grade two, etc. Students are tested, however, on their instructional levels as designated by each teacher. In most cases, the instructional level coincides with the grade level.

Results are reported, by grade and by test level, in terms of the percentage of children who have shown mastery of each objective tested. For most of the objectives, if 50% of the students tested on grade level failed to master the objective, then 50% of the students tested off grade level also failed to master the objective. For that reason, even though results in Appendices 1 and 9 are given only for students tested on grade level, it can be assumed that the results hold for almost all students tested off grade level. This approach of looking at mastery failures rather than mastery successes is done in order to focus on students' needs.

During the fall testing, the pre-test, it can be expected that a low percentage of children will master an objective. If however, a low percentage of children are mastering the objective in the spring on the post-test, then that would be an indication of a need for greater emphasis on that objective during the school year and follow-up testing of the objective in the succeeding year. Similarly, if an objective is mastered in the spring, but in later grades, on other test levels, that objective is not mastered in the fall testing, then follow-through and reinforcement of that objective is indicated so that students will not lose that mastered skill.

Using the above logic, then, the chart in Appendix 1 identifies those objectives which are addressed by more than one level of the test but were not mastered by at least 50% of the children in later fall testings, or were not mastered by 50% of the children on the spring post-test.

Of the 82 objectives tested over the various levels under the category, Word Perception, 26 objectives, or 32%, were identified as needing additional attention. For the category of Comprehension, this was 24%, and Study Reading - 34%. Objective deficiencies, identified initially by grade level, should probably be addressed at all grade levels.

The Title I Evaluation (f.3) conducted an interesting study using the PRT scores. The study examined which skills and concepts seemed to be prerequisite to other skills and concepts. The data could suggest that students should be given more practice in abstract spatial manipulations and detecting embedded figures than in progressing through the standard sequence of reading skills. The summary is given in Appendix 2. (f.3, pp.67-69)

The Comprehensive Tests of Basic Skills (ff.4,5) is a norm-referenced test that is used with a 10% sample of children in grades one through nine and with all students in grade eleven. The data in Appendix 3 (f.4, p.16,30) show D.C. students exceeding large city norms in both first and second grades; however, in succeeding grades students drop from being two to four months behind in third grade to being 1.2 to 2.7 years behind other large city students by the ninth grade.

The percentages of right responses to reading items by D.C. students and by the national norming group are shown in Appendix 4 (f.4, pp. 14,27,28). At grade one there is little difference between the D.C. and the national group in percents of right responses but a slight difference in favor of the norm group in word recognition I, oral presentation of key words. At grade two students appear to have the greatest difficulty with items involving main idea and conclusions. In grades three through nine, the D.C. percentages range from 9 to 17 percentage points below the norming group with an average of 10%. The greatest percents of difference were on tests of translating context clues and analysis of structure and style. (f.4,pp.6,7)

The median scores for the eleventh grade students in 1975 and 1976 in comparison with national and large city norming populations are shown in Appendix 5 (f.5, p. 11), and the percentage of right answers are given by cognitive areas for the two populations in Appendix 6 (f.5, pp. 12-13). The percentages show that seven of 40 Vocabulary items were answered by fewer than 50% of the students in the norm group, whereas 20 items were correctly answered by fewer than 50% of the students in the D.C. group. In comprehension the D.C. student group showed definite weakness in interpreting context clues and main ideas, and in analysis of structure and/or style. (f.5, p.8) Those instructional areas in reading that show relatively greater weakness in grade eleven are among those showing low percentages of mastery from grade five onward. (f.5, p.14)

Results of the Differential Aptitude Tests shown in Appendix 7 (f.6, p. 9) and Appendix 8 (f.6, pp.10-11) include these aptitudes directly related to communication skills:

Verbal Reasoning is a measure of ability to understand concepts framed in words. This test is designed to evaluate the student's ability to abstract or generalize and to think constructively. Verbal reasoning ability is required in fields where complex verbal relationships and concepts are important. (f.6, p.3)

Language Usage: Spelling and Grammar tests represent basic skills which are necessary in many academic and vocational pursuits. These tests provide a good estimate of a student's ability to distinguish correct from incorrect English usage. It is an ability necessary in stenography, journalism and advertising or wherever the written language is stock in trade. (f.6, p.5)

The data show that most of the students are scoring below the 50th percentile on these communication skills.

GOAL 2: A COMMAND OF THE SKILLS THAT CONSTITUTE MATHEMATICAL, SCIENTIFIC, AND TECHNOLOGICAL LITERACY.

The Prescriptive Mathematics Test is the companion piece to the Prescriptive Reading Test described in the previous section, and the results should be analyzed in the same manner. Appendix 9 displays all the mathematics objectives which were addressed by more than one level of the test but were not mastered by at least 50% of the children in later fall testings, or were not mastered by 50% of the children on the spring post-test. These are the objectives which deserve greater teaching emphasis and follow-up reinforcement.

Of the 101 objectives tested over the various levels under the category, sets and numbers/system of whole numbers, 78 objectives, or 77% were identified as needing additional attention. For the other categories, the percentages of objectives needing greater work are: numeration - 78%; scientific notation - 100%; operations and their properties/sets/system of non-negative rational numbers/real irrational numbers - 70%; percent - 100%; problem solving - 86%; measurement - 72%; graphs and statistics/probability and change - 100%; number sentences - equations and inequalities/introduction to algebra - 100%; and geometric concepts/informal geometry/integers/measurement/indirect measurement/ratio and proportion/polygons, circles, and solids - 89%.

Appendix 3 shows the results of the norm-referenced CTBS. Pupils in grade one score above the norm for large cities; however by grade two, pupils are beginning to score below the large city norm -- by zero to two months. The increasing score deficit varies over the three years tested, with the deficit for the ninth grade ranging between 1.2 and 2.7 years below large city norms for ninth graders.

Appendix 4 presents a comparison of the percentages of right responses of the D.C. population and that of the national norming population in broad cognitive areas and by component skill areas. At grade one the D.C. students equalled or exceeded the percentages of right responses of the norm group in 10 of the 13 measured areas; D.C. students were below the norm group in computation of vertical addition and subtraction. At grades two and above, percentages of mastery for the norm population were higher than those for D.C. students in every measure. Students at grade two had relatively greater difficulty than the norm group in recognition and translation of number systems. At grade three students had difficulty, as indicated by 16 or more percentage point discrepancies from the norm group, in number systems and their properties, sets and math sentences. At grade four, percentage differences were mainly in the 2 to 9% range, with relative difficulty in the 15 - 16% range in problem solving and reasoning. In grades five through nine students had difficulty, as indicated by 15 or more percentage point discrepancies from the norm group, in division computation, measurement, problem solving, reasoning, and geometric relationships. (f.4, p.20)

Appendix 5 presents the median scores of eleventh grade students in comparison with median levels in 1975, and with those of the national and large city norming populations. (f.5, pp.8,11) Appendix 6 presents data from the Right Response Summary which compares percentages of right answers of D.C. eleventh grade students and the national norming population. In computations fewer than 50% of the combined group of D.C. eleventh grade students correctly answered problems in subtraction and division compared with 63% of the students in the norming population. These problems deal mainly with fractions and decimal numbers. In the area of concepts, sub-area interpretation, fewer than 50% of the D.C. students correctly answered problems in recognition and interpretation of number system/properties, geometric relationships, and problem solving and reasoning, whereas 60 to 70% of the students in the norming group solved these problems correctly. D.C. students are also less successful than the norming group in analyzing geometric relationships and problem solving and/or reasoning. In the areas of applications, D.C. students' percentages of right responses were 23 to 28% lower than those of the norming group in measurements, solving problems in ratio and/or percents and problem solving and/or reasoning. (f.5,p.9)

The Differential Aptitude Test is designed to identify the students with outstanding aptitudes. The mathematical ability is assessed in the test on numerical ability. This test measures understanding of numerical relationships and facility in handling numerical concepts. Problems on this test are of the arithmetic computation type. While some items measure skill in numerical processes only, many of the items call for understanding of numerical relationships that are sufficiently complex to challenge students in all high school grades. (f.6, p.3) The test has been used to measure ninth grade students each year since SY 1973. Overall, scores have shown little fluctuation except in numerical ability in which the scores for the last three testing programs were higher than score level in SY 1973. (f.6, p.6) This growth is shown in Appendix 7. This distribution of student scores, Appendix 8, shows most of the students, both male and female, scoring below the 50th percentile in numerical ability.

GOAL 3: THE ABILITY TO THINK CRITICALLY, CONSTRUCTIVELY AND CREATIVELY

One of the critical thinking skills of the young child, ages 7 - 11, is conservation. This skill is defined as the ability to understand that certain attributes as weight, quantity and volume remain constant, despite transformations such as alterations in shape or displacement. A conserving child will say that the amount of clay in a ball which he/she has watched being flattened into a pancake is unchanged, whereas a nonconserver will maintain that the pancake has more clay. This attainment of conservation abilities signifies readiness for reading as well as for other academic skills. (f.3, p.108) In grades one, two, and three, conservers scored higher in reading and mathematics than nonconservers. (f.3, p.113)

When high and good conservers as one group are compared to low conservers or nonconservers as another group at the first grade level, several of the SIF (Student Information Form) variables show statistically significant differences between these two groups. Aggressive behavior; voluntary classroom participation; supportive family environment; number of years below grade level in both reading and mathematics; need for Title I services relative to other students; and background experience which facilitates successful classroom performance, all display substantial differences which are statistically significant at a confidence level of 0.95 or better. None of the SIF variables reflect statistically significant differences at grade levels two or three. (f.3, p.114) Males were also more likely than females to be conservers at each level, despite females' higher achievement scores in reading and mathematics. (f.3, p.115)

It was found that a lasting understanding of conservation concepts can be taught, for example, the teaching of reversibility. This is demonstrated by taking the rolled ball of clay, flattening it into a pancake, then rolling it up into a ball once more, making it the same size as it was initially. All successful efforts in facilitating the development of conservation abilities did involve training in reversibility at some point during the experiment. (f.3, pp.108,109)

Data from the norm-referenced portion of the Everyday Skills Tests (Illustration 1) indicate that in the use of reference and graphic materials and in mathematical computations tenth graders in the D.C. Public Schools are performing far below the national norm. (f.7, p.10) The norm-referenced components comprise study skills in using reference materials including card catalogs, reference books and dictionaries, in using graphic materials for understanding and using legends and symbols, the perceiving of relationships, drawing conclusions and extending interpretation beyond the data of a resource map, a topographical map, a diagram, a line graph, a table and a histogram. The measured mathematics computation skills involve addition, subtraction, multiplication and division in areas of whole numbers, decimals, fractions, mixed numerals, exponents and literal expression. (f.7, p.2)

Illustration 1 shows the data obtained on the norm-referenced portion of the EST. The number of items measured is small and the tests should not be interpreted as exact measures of general achievement levels in reading or mathematics. (f.7, p.9)

ILLUSTRATION 1

Median and Mean Grade Equivalent Scores of the Norm-Reference Portions of the Everyday Skills Tests, Grade 10 - October 1976

Skill	National Norm	D.C. Median	D.C. Mean*
Math Computation	10.1	6.1	6.4
Reference Materials	10.1	6.0	6.4
Graphic Materials	10.1	5.1	5.5
Skills Totals	10.1	5.6	5.9

* *Mean of mean Grade Equivalent Scores*

The Differential Aptitude Tests include a test on abstract reasoning. Scores on this indicate the student's reasoning ability in non-verbal situations or tasks. It involves the ability to perceive relationships in abstract figure patterns. Abstract Reasoning is important when the curriculum, profession or vocation requires perception among things rather than among words or numbers. (f.6, p.4) The results of the DAT in abstract reasoning are found in Appendices 7 and 8. The modal scores for males and females lie between the 25th and 50th percentiles.

GOAL 4: THE ATTITUDES AND SELF-DISCIPLINE NECESSARY TO MEET EVERYDAY SITUATIONS REALISTICALLY.

(No test data are available for the above goal.)

GOAL 5: A COMMAND OF THE SKILLS THAT PROMOTE SOUND PHYSICAL AND MENTAL WELL-BEING.

One measure of physical skills is provided by the Physical Fitness Survey. (f.3) The PFS measures seven factors of gross motor performance: speed, explosive power, cardiovascular endurance, flexibility, agility, dynamic (arm) strength and static (arm) strength; and four factors of fine motor performance: hand-eye coordination, finger agility, digital coordination, and dominant and nondominant hand control. (f.3, pp.100-102) The study using the PFS looked at these skills in terms of achievement and sex. Appendix 10 (f.3, p.105) shows their results.

When the PFS sample is divided by sex cateogry and level of achievement on the CTBS/S, some interesting differences become apparent. Males and females do not display high scores on the same scales. Neither do low nor high achievers reflect the same score tendencies for a given scale, On some scales, female low achievers score higher than female high achievers, while male high achievers score higher than male low achievers. To summarize, large differences in scores between male and female, high and low achievers exist on the following scales in the indicated directions:

- *Cardiovascular Endurance:* Female low achievers better than high achievers.
- *Agility:* Male low achievers better than high achievers.
- *Dynamic Strength:* Male and female, high achievers better than low achievers.
- *Static Strength:* Female low achievers better than high achievers.
- *Finger Agility:* Male high achievers better than low achievers, female low achievers better than high achievers.
- *Digital Coordination:* Female low achievers better than high achievers.
- *Dominant Hand Control:* Female high achievers better than low achievers.
- *Nondominant Hand Control:* Female high achievers better than low achievers.

It seems that there are more significant differences between female high and low achievers than between their male counterparts. On the fine motor scale, the female low achievers perform better on the finger-related tasks, while the female high achievers have higher scores on the hand coordination tasks. Additionally, the low achievers of both sexes seem to do better in general than the high achievers on the gross motor items. The only outstanding apparent deficits seem to be for females on dynamic strength (low achievers) and static strength (high achievers). (f.3, p.104)

GOAL 6: AN UNDERSTANDING AND APPRECIATION OF INTERGROUP RELATIONSHIPS AND ACCEPTANCE OF RESPONSIBILITY WITHIN THE GROUP.

As a child matures he or she develops a stronger concept of self and of responsibility to others. These factors are examined by the Self Observation Scales. The two scales that measure this for kindergarten through third grades are social maturity and school affiliation. (f.3, p.80)

The charts in Appendix 11 (f.3, pp.84-85, 88-93) show that of the four primary scales, the lowest scores for both Title I and non-Title I students in D.C. schools appear on the social maturity scale; students are near the national norm of 50 of school affiliation.

The charts also give profiles across the primary grades for students nominated by their teachers as being withdrawn, somewhat withdrawn, or not withdrawn. Withdrawn students are significantly below their age peers who were not categorized as being withdrawn on the scale of social maturity, though not so much on school affiliation. (f.3, p.87)

The next set of charts show the differences between students categorized by their teachers on the extent to which they voluntarily participate in classroom activities. As can be seen, the differences between students who volunteer frequently and those who rarely participate voluntarily are dramatic. The frequent participators score, on the average, more than 10 NCE (Normal Curve Equivalents) points above the infrequent participators on social maturity. The differences on school affiliation are similar in direction to those on the other scales, though not as dramatic. (f.3, p.87)

Teachers also rated students in terms of their need for Title I services. The charts give strong evidence that a great need for Title I services goes hand in hand with a depressed self concept. Conversely, students with no need for Title I services evidence positive self concepts. (f.3, p.87)

The junior high level of the SOS is designed for use at grades seven through nine. It measures these dimensions of students affective behavior: social confidence, self assertion, peer affiliation, teacher affiliation and school affiliation. (f.3, pp.80-82)

At the seventh grade level, total reading and total language in achievement testing are related to social confidence and self assertion. (f.3, p.94) The seventh grade profile depicted in Illustration 2 (f.3, p.86) shows peaks above the national norm for self assertion, teacher affiliation; and school affiliation; a somewhat depressed peer affiliation score; and a very low social confidence score. (f.3, p.87)

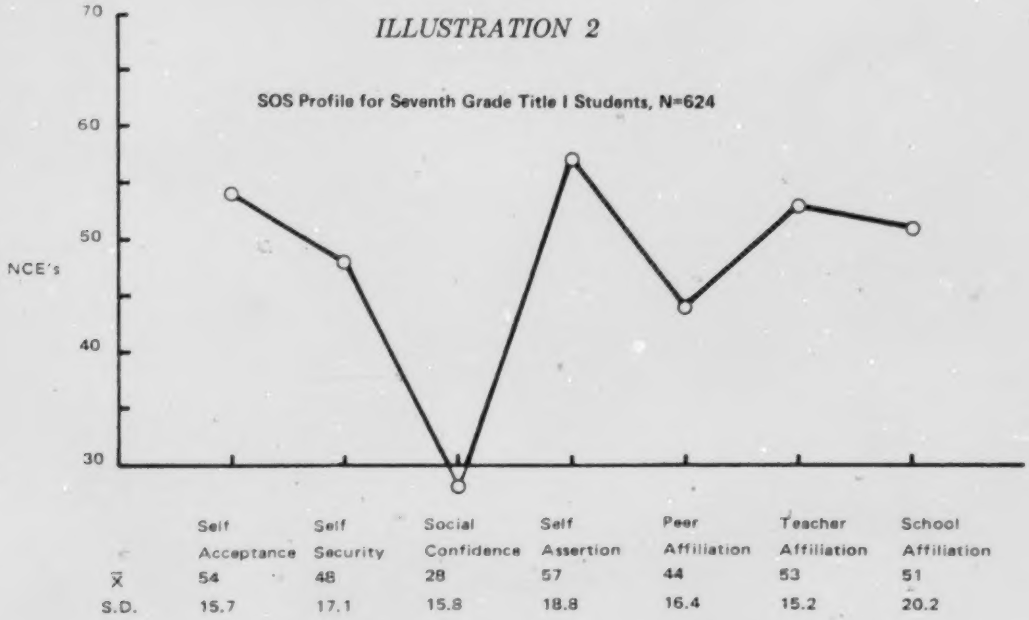


ILLUSTRATION 2

SOS Profile for Seventh Grade Title I Students, N=624

GOAL 7: THE SKILLS AND ATTITUDES NECESSARY TO PLANNING ONE'S FUTURE.

The Differential Aptitude Tests look at skill levels for tenth grade students and compare these levels with suitable occupations. The high-low rank order of skill aptitudes (1=highest) is (f.6, p.6):

MALES		FEMALES	
1	Clerical Speed and Accuracy	1	Clerical Speed and Accuracy
2	Space Relations	2	Space Relations
3	Numerical Ability	3	Abstract Reasoning
4.5	Abstract Reasoning and	5.5	Verbal Reasoning and
4.5	Language Usage	5.5	Numerical Ability, and
7	Verbal Reasoning and	5.5	Spelling and
7	Verbal + Numerical and	5.5	Language Usage
7	Spelling	8.5	Verbal + Numerical, and
9	Mechanical Reasoning	8.5	Mechanical Reasoning

Students' skill levels can be translated to scale values associated with certain job categories. Appendix 12 (f.6, pp.12-13) gives the numbers of tenth grade students whose scores indicated the ability to perform the work listed under each scale value. Scale values one and two include mechanics and operators, personal and protective services, clerical, and sales and display; scale values two and three include technical, and crafts and trades; scale values three and four include business sales and promotion, business-analytical, and math and physical science research, visual and performing arts, medical and life science, and engineering and applied science. Occupations are not given for scale level five. (f.6, pp.18-19)

More than half of the students demonstrated aptitude on all substests at least at scale value one. (f.6, pp.7-8)

GOAL 8: THE ABILITY TO RELATE KNOWLEDGE AND CAPABILITIES TO INDIVIDUAL NEEDS AND ASPIRATIONS.

Between the ages of five and twelve, self concept begins to crystallize. During this period, the child matures considerably in the physical, cognitive and affective areas. He confronts his environment with an increasingly stable set of feelings, attitudes and behaviors which are based, a large extent, on his self concept which is, likewise, stabilizing. (f.8, p.38)

The Self Observation Scales (SOS) measure the ways in which children perceive themselves and their relationships to peers, teachers, and school. (f.3, p.79) The two scales appropriate to this goal are self acceptance and self security. In general, the students in Titel I schools are near the national norm of 50 (measured in normal curve equivalents - NCE's) on self acceptance and self security. These results point out several assets possessed by Title I students. The typical Washington, D.C. Title I student evidences less anxiety than the national norm and feels relatively more accepting of him/herself. (f.3, p.83)

Trends across grades for the SOS scales provide some insight into the socialization process and its effects on children. The self acceptance scores, Appendix 11, drop an average of slightly over one-half a standard deviation for both Title I and non-Title I students over the primary grades. This loss may be concomitant with frustration. Repeated failure at anything eventually translates into feelings of self doubt. Increasing self doubt and criticism are at the root of depressed self acceptance scores. Our society places tremendous emphasis on academic success. It is little wonder that young children begin to equate their self worth with how well they measure up to authority figure exceptations. (f.3, p.83) The scales for children in grades kindergarten through third grade are self acceptance and self security. The self security scores are average for non-Title I students and four to five points on the average below the norm for Title I students. (f.3, pp.79,80,87)

Illustration 2 gives the seventh grade profile. The scale shows a peak above the national norm for self acceptance. (f.3, p.87) Self security is a little below the national norm.

It is useful to examine the self concepts of students with various backgrounds and behavior characteristics. Although the question of causality remains unanswered, such information increases our knowledge of the Title I child and his/her needs. Appendix 11 gives the SOS profiles across the primary grades for students nominated by their teachers as having certain characteristics. For example, students nominated as being withdrawn are found to be significantly below their age peers who were not categorized as being withdrawn on self acceptance and self security. Interestingly, at the kindergarten level only self security serves to distinguish withdrawn from non-withdrawn students, whereas by third grade all four SOS scales show withdrawn students as scoring below non-withdrawn students. (f.3, p.87)

Charts in Appendix 11 also show the differences between students categorized by their teachers on the extent to which they voluntarily participate in classroom activities. As can be seen, the differences between students who volunteer frequently and those who rarely participate voluntarily are dramatic. The frequent participators score, on the average, more than 10 NCE points above the infrequent participators on self acceptance and self security. It is probable that students who actively participate in class are more likely to be praised than those who do not participate. Since self concept arises from our perceptions of the way other value us, praise or the lack of it can be a substantial effect on self concept development. These evaluation results shed more light on how pervasive this effect can be. (f.3, p.87)

The evidence is strong indeed that great need for Title I services goes hand in hand with a depressed self concept. Conversely, students with no need for Title I services evidence positive self concepts. These differences hold for all students in kindergarten through third grade, with the largest differences evident on the self acceptance and self security scales. Appendix 11 presents the SOS profiles for students with four levels of teacher-rated need of Title I services. (f.3, p.87)

The relationship between self concept and academic achievement is well documented. Students with high achievement scores evidence positive self concepts, whereas students with low achievement scores evidence negative self concepts. What is not known is the nature of the causal relationship between these two constructs. (f.3, p.94)

Of particular interest are the respective achievement subtests and SOS scales which contribute to the correlations. At the kindergarten level visual discrimination and language are highly related to self security and self acceptance. At the first grade level, total language and mathematics computation are highly related to self acceptance and self security. At the second grade level vocabulary, total mathematics, and language mechanics are highly related to self acceptance. At the third grade level, language and mathematics computation are highly related to self acceptance. Finally, at the seventh grade level, total reading and total language are related to self acceptance. (f.3, p.94)

Interestingly, among kindergarten students, self security has the highest relationship with achievement. Low achieving kindergarten students evidence high anxiety or low self security scores, whereas high achieving kindergarten students have high self security scores. By the second grade, self security is only incidentally related to achievement. Self acceptance is highly related to achievement at all five grade levels. (f.3, pp.94-95)

Another way of grasping the important relationship between self concept and achievement is to contrast self concept profiles of high achievers (NCE greater than 60) and low achievers (NCE less than 40). Appendix 13 (f.3, pp.95-97) presents the two profiles for kindergarten, first, second and third grade students. The largest difference between high and low achievers at the kindergarten level is the eighteen point differences on self security. The difference on self acceptance is 10 points. Among first graders there is a ten point difference on both self acceptance and self security. High achievers at the second grade level are more than ten points higher than low achievers on all scales. At the third grade level, differences are substantial on self acceptance and self security. Overall, the figures depict the high emotional price paid by low achievers. Repeated failure in school taxes the emotional well-being of children at a level completely out of proportion to the academic benefits. These findings paint a bleak picture of frustration, self doubt, and anxiety, the perpetual companions of academic failure. (f.3, p.95)

GOAL 9: THE ABILITY TO DEMONSTRATE MARKETABLE SKILLS WHICH MAY LEAD TO ECONOMIC INDEPENDENCE.

The Differential Aptitude Tests measure some of the skills students could rely upon in securing future employment. The three appropriate tests are: (f.6, p.4)

Clerical Speed and Accuracy indicates aptitudes for routinized work of the kind that is important in filing, coding, stockroom work and similar occupations. This test is intended to measure speed of response in a simple perceptual task involving letter and number combinations.

Scores in *Mechanical Reasoning* indicate aptitude in learning the principals of operation and repair of complex devices. Scores are affected to some extent by previous experiences. This test is useful in those curricula and occupations where an appreciation of the principles of common physical forces is required.

The *Space Relations* Test is a measure of ability to deal with concrete materials through visualization, to manipulate things mentally and to create a structure in one's mind from a plan. It is an ability needed in such fields as drafting, dress designing, architecture and art, or wherever there is a need to visualize objects in three dimensions.

Appendix 7 presents percentile and stanine standings of median scores for male and female students attained by ninth grade students in December 1975 and the three preceding years in the DAT. For male students, overall, scores have shown little fluctuation. For female students, the percentile scores were lower in SY 1975 than in SY 1974 in mechanical reasoning. (f.6, p.6)

Appendix 8 presents the number and percent of male and female students scoring within selected percentile ranges. The percentages of students who scored in the lower percentile ranges is greater than the percentage of students scoring in the upper percentile range (50th percentile and above) except for Clerical Speed and Accuracy where the highest percentage (27.3% for males, 33.3% for females) is in the 90-99th percentile range. (f.6, p.7)

GOAL 10: A COMMAND OF THE ANALYTICAL SKILLS WHICH LEAD TO SOUND CONSUMER PRACTICES.

The Everyday Skills Tests were administered city-wide to tenth grade students. Appendix 14 (f.7, p.8) shows the percents of mastery on the reading skills test, which measures the student's ability to read and comprehend a message communicated by printed materials as confronted in everyday life. 75%-89% of 10th grade students demonstrated mastery of the ability to:

- identify an item labeled with consumer vocabulary such as detergent, ammonia, or vitamins in selecting its use for a specified purpose,
- locate specified information (e.g., area code, emergency numbers, notes or alphabetical listings) when given a page from a telephone book,
- select from labels or lists of ingredients from different products the one that is best suited for a specified purpose,
- identify from a recipe on a label or package the procedure that should be followed to prepare the product,
- select from a department store directory the department or floor to locate a specific item or service.

On the reading skills test, 50-68% of tenth grade students demonstrated mastery of the ability to:

- identify the meaning of specific medical terminology or instructions such as antidote, allergic reactions, take at bedtime, or keep under refrigeration,
- specify the meaning of labels such as toxic, hazardous, flammable, contents under pressure and do not pierce, that caution the reader against certain dangers,
- specify the meaning of common abbreviations,
- select from a series of want ads the job that best fits specified criteria (e.g., part-time, permanent, working hours, or salary level),
- identify the meaning of common outdoor and street signs such as stop, one-way, yield, school crossing, detour, trucks use low gear, high voltage, or explosives,
- determine from the use of a bus or plane schedule the best travel plan for his or her needs.

As indicated by 19-37% of mastery, tenth grade students need additional experiences that will assist in mastery of the following everyday reading skills:

- selecting the information that fits in a specified blank on a basic income tax form or W2 Form,
- selecting the information that fits in a specified blank on a job application form,

- recalling factual detail from a passage in a driver's handbook,
- differentiating between fact and opinion in a newspaper report or editorial.

On the mathematics skills test, which measures the student's ability to solve mathematical problems ordinarily encountered in everyday life, 53-67% of tenth grade students demonstrated mastery of the ability to:

- select from among several articles those that he or she can afford based on a given amount of money,
- compute the amount of change due from a purchase when given the price of an article and denomination of the currency to be used in paying for it,
- determine the differences in cost between the prices of two articles,
- determine the required travel time when given the distance between two points and a rate of travel.

As indicated by 7-36% of mastery, tenth grade students need additional experience that will assist in mastery of the following everyday mathematics skills:

- determining the difference in time when given two times of day,
- determining the sales price of an article when given the price of an article and the rate of discount,
- determining the amount of sales tax to be paid on an article when given the cost of the article and the rate of sales tax,
- finding the rate of interest when given all variables in a simple "investment" problem except the rate or amount of interest,
- performing computations of the sort required on the most basic income tax form. (f.7, pp.4-7)

GOAL 11: THE ABILITY TO USE LEISURE TIME WISELY AND CONSTRUCTIVELY.

GOAL 12: AN UNDERSTANDING OF THE CULTURAL, ECONOMIC, AND POLITICAL BACKGROUNDS OF PEOPLES AND NATIONS OF THE WORLD AND THEIR INTERRELATIONSHIPS.

GOAL 13: KNOWLEDGE OF GOVERNMENTAL PROCESSES AND THE IMPLICATIONS OF CHANGING POLITICAL TIMES.

GOAL 14: KNOWLEDGE, INTERPRETATION AND APPRECIATION OF LITERATURE AND THE VISUAL AND PERFORMING ARTS

(No test data are available for the above goals.)

Prepared by
Division of Planning

FOOTNOTES

1. *A Summary of Reading and Mathematics Test Results as Measured by Criterion-Referenced Tests, Spring SY 1976,* Prescriptive Reading Tests and Prescriptive Mathematics Tests, Washington, D.C. Edition, Pupil Appraisal Branch, D.C. Public Schools, July 1976.

2. *A Summary of Reading and Mathematics Test Results as Measured by Criterion-Referenced Tests, Fall SY 1976-77,* Prescriptive Reading Tests and Prescriptive Mathematics Tests, Washington, D.C. Edition, Pupil Appraisal Branch, D.C. Public Schools, February 1977.

3. *Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1975-76, Final Evaluation Report,* IBEX, Incorporated and Roy Littlejohn Associates, for the Division of Research and Evaluation, D.C. Public Schools.

4. *A Summary of Reading and Mathematics Test Results as Measured by the Comprehensive Tests of Basic Skills,* grades 1 through 9, Ten Percent Sample, Pupil Appraisal Branch, D.C. Public Schools, June 1976.

5. *Summary of Reading and Mathematics Test Results, Comprehensive Tests of Basic Skills,* Grade 11, School Years 1975, 1976, Pupil Appraisal Branch, D.C. Public Schools, June 1976.

6. *A Summary of Differential Aptitude Test Results,* Grade 9, Pupil Appraisal Branch, D.C. Public Schools, March 1976.

7. *A Summary of Reading, Mathematics and Study Skills Test Results, Tenth Grade Students, October, 1976,* Everyday Skills Tests, Pupil Appraisal Branch, D.C. Public Schools, January 1977.

8. *Annual Evaluation Report for the Exemplary Project in Career Development,* IBEX, Incorporated, for Career Education in the Inner City, D.C. Public Schools, November 1976.

V. POPULATION TRENDS

POPULATION TRENDS

AND

DEMOGRAPHIC DATA

The Division of Research and Evaluation

POPULATION TRENDS
1977 - 1980

In 1970 the District of Columbia population was 756,500. In 1980 it is estimated that the District population will be 729,700. There has been much talk of a back-to-the-city movement in Washington, D.C. In theory, suburban couples are forsaking the crabgrass and the shopping malls for the culture and convenience of life in a rehabilitated townhouse in the city. A booming restoration movement in several Washington neighborhoods would lend credence to this theory but there is, as yet, no proof that this is a "back to the city" phenomenon. A study by the George Washington University Department of Urban and Regional Planning showed that two-thirds of the homebuyers in one of these neighborhoods had moved from another part of the District of Columbia. Only 18% had actually moved back to the city from a Washington suburb. Talks with Washington realtors confirm this finding. They say that most homebuyers in "resettlement" neighborhoods already lived in Washington, D.C. or moved to the city from another area entirely. The basic movement pattern then, is not back to the city, but remains outward, toward the suburbs and the urban fringe, and there is reason to believe that the movement in both directions is motivated by the same factor -- the search for affordable housing.

"Washington's population dropped last year (1976) to 702,000, a decline of 55,000 or 7.3% since 1970 according to new U.S. Census Bureau estimates. Over the last six years, the Bureau said, 77,000 more persons have moved out of the District than moved in, for a net emigration of 10.2%. At the same time the city had 22,000 more births than deaths, but because the number of births was down sharply from what it had been during the 1960's, the rate of population loss was much more substantial." Washington Post, 1/9/77.

There is no hard data available by year for the period 1977-1980. However, after consulting with the Council of Governments and the Municipal Planning Office, and based on the above data there is every indication that through 1980 there will continue to be a decline in population but to say at what rate would not be feasible. The most reliable statement is from COG's position in "Forecasting" that the 1970-80 decline is at a -2.7 (thousands) rate per year.

The period of slowest growth in the Washington metropolitan area is the current 1970-1980 period with an average annual increase of 1.3 percent (39,400 persons per year). The annual rate of growth is expected to increase significantly in the 1980-85 period to 2.1% (69,800 persons per year).

In the early 1950's the District of Columbia accounted for less than 50% of the region's population (nearby Maryland and Virginia). By 1970 the combined Maryland and combined Virginia suburbs had more population.

In 1970 the District of Columbia had a 26.4% share of regional population. In 1980 it will have a 22.4% share of regional population. In 1970-1980 the average annual population growth in the District is -2.7 (thousands), in 1980-1981 the average annual population growth in the District will be +4.1 (thousands). In 1970 the average household size in D.C. was 2.72. By 1980 the average household size will be 2.57.

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After 1980 the District anticipates reversing downward trends in population growth. Major new housing developments, the opening of Metro, and potential energy shortage are factors which are expected to result in some households desiring to live closer to the Metropolitan Center. However, it should be noted that all sources consulted are reluctant to take a stand on "real figures" for the 1977-1980 period due to changes in housing and migration in and out of the District.

References:

Cooperative Forecasting - Summary Report - 1976, Metropolitan Washington Council of Governments

Washington Metropolitan Fringe, an Examination of Development Patterns Occurring Outside the Metropolitan Area

Public Schools of the District of Columbia

SUMMARY OF STUDENT MEMBERSHIP PROJECTIONS, ALL SCHOOL LEVELS, FOR REGULAR DAY SCHOOLS FOR SCHOOL YEARS 1977 - 78 THROUGH 1980 - 81

Level and Type of School	Actual Membership, 1976-77 (end of first six weeks) a/	Projected Membership at end of First Six Weeks in: b/			
		1977 - 78	1978 - 79	1979 - 80	1980 - 81
Elementary Schools					
Pre-Kindergarten	3,018	3,000	3,000	3,000	3,000
Kindergarten	8,296	8,000	8,000	8,000	8,000
Regular grades 1 - 6 c/	57,187	54,800	53,100	50,900	48,500
Special Education d/	659	600	600	600	600
Total	69,160	66,400	64,700	62,500	60,100
Junior High Schools					
Regular grades 7-9	e/ 30,293	29,400	28,000	26,200	24,200
Special Education, etc. d/	618	600	600	600	600
Total	30,911	30,000	28,600	26,800	24,800
Senior High Schools					
Grades 10-12 & Special Students	f/ 24,240	24,500	23,700	22,800	22,200
Special Education, etc. d/	110	100	100	100	100
STAY Program	1,427	1,400	1,400	1,400	1,400
Total	25,777	26,000	25,200	24,300	23,700
Capitol Page School g/	60	80	80	80	80
TOTAL, All Levels	125,908	122,500 b/	118,600 b/	113,700 b/	108,700 b/
Other					
Tuition Grant	509	500	500	500	500
Pre-School h/	170	200	200	200	200
GRAND TOTAL	126,587	123,200	119,300	114,400	109,400

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a/ Actual memberships for 1976-77 are those of October 21, 1976.

b/ The projected figures in this summary table have been rounded to the nearest multiple of 100.

c/ Includes non-graded, elementary level.

d/ This category includes pupils on visiting instruction at home or in hospitals, as well as pupils in officially recognized special classes or schools for the handicapped.

e/ Includes 861 students in special programs housed in elementary schools and 187 students in special programs housed in senior high schools.

f/ Includes Career Development Centers (1,923 students for Grades 10-12 and 165 special students), Street Academies (282 students), and Ellington School of the Arts (606 students). Also, includes 101 students in special programs housed in a junior high school.

g/ School for Congressional pages.

h/ Supported through Federal grants.

Prepared by
Division of Research and Evaluation
February 1977

Public Schools of the District of Columbia

DEMOGRAPHIC AND SOCIO-ECONOMIC DESCRIPTIONS OF REGIONS

Recently published data, by ward, prepared by the District of Columbia Government's Municipal Planning Office provides the best source of statistical information which can be used to describe the demographic and socioeconomic composition of the six regions of the D.C. Public Schools.

To determine the proportion of a ward within each region, the membership of neighborhood schools within each region was totaled by ward location. Since, ward, regional, and school attendance boundaries are neither coterminous nor congruent, the school population within a region may not be totally within the ward boundaries in which the schools themselves are located. In addition, the distribution of a characteristic within wards may not exist in the same proportion within the school population.

Therefore, the regional descriptions which follow should be reviewed with the knowledge of the data limitations indicated.

REGION I

Region I has the largest percentage of pupil membership in neighborhood schools (24.3 percent) and most of those students attend schools located in Ward 8 (77.6 percent). The remaining population attend schools located in Ward 6 (14 percent) and Ward 7 (8.4 percent). Therefore, Ward 8 will be examined, exclusively, in this description of Region I.

The majority of the population in the Ward is black (91.9 percent) and the Ward is estimated to have lost almost half of its white population since 1970. This Region has the largest proportion of persons under 24 years of age in the city. Population loss since 1970 at 4.1 has been slightly less than the citywide decrease. Likewise, the decrease in elementary school enrollment from 1969-70 to 1974-75 is slightly less than the decrease for the city and even at 17.5 percent, it is the smallest decrease in the city.

The income of two-thirds of the population is under $10,000 and the income of most of the remaining population is between $10,000 and $24,000. By 1969 standards, 15.9 percent of the population in the area were poor; 9.0 percent of the population was unemployed in 1975. In 1970, 29.0 percent of the households were headed by women and 35.0 percent of persons aged 18-24 years had not completed high school. Only 10.8 percent of the population lived in their own homes and only 9.4 percent of new housing units were constructed in the Ward from 1970-75.

REGION II

At 11.1 percent, Region II has the smallest proportion of the school population in its nieghborhood schools. The largest percentage, 50.0 percent, attend schools in Ward 3; 28.4 percent attend schools in Ward 2, with 17.0 percent and 4.6 percent in Wards 1 and 6 respectively. Therefore, the description for Region II will draw primarily on data for Wards 2 and 3.

The Distribution of Percentages of Selected Demographic and Socio-Economic Descriptors in District of Columbia Wards

Descriptors	Total	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
A. Pupil Enrollment by Region 1/									
I	24.3	---	---	---	----	---	14.0	8.4	77.6
II	11.1	17.0	28.4	50.0	----	--	4.6	---	--
III	19.3	---	---	---	----	16.1	---	83.9	---
IV	13.6	---	17.4	--	----	16.4	66.2	--	--
V	15.5	46.6	15.2	--	35.5	2.7	---	---	--
VI	16.2	---	---	---	40.1	59.9	---	---	--
B. Population by Race, 1970 2/									
White	27.2	20.5	43.2	95.3	16.6	10.6	14.6	6.6	8.9
Black	72.8	79.5	56.8	4.7	83.4	89.4	85.4	93.4	91.1
C. Population Change by Race 2/									
White	- 22.3	- 27.5	- 23.2	- 9.0	-30.9	-33.0	-47.1	-61.9	-48.8
Non-White	+ 2.2	- 0.5	+ 5.8	+ 8.9	+ 3.9	+ 4.0	+ 1.0	+ 1.1	+ 2.6
Total	4.6	- 6.1	- 7.1	- 8.1	- 2.3	+ 0.1	- 6.0	- 3.1	- 4.1
D. Population by Age, 1970 2/									
0-4	7.9	7.4	5.7	4.0	6.2	7.3	8.7	10.2	13.7
5-14	17.0	13.3	11.8	8.8	15.6	19.3	20.2	23.1	23.9
15-24	19.2	20.4	20.5	18.6	17.9	19.0	18.4	18.4	20.1
25-34	14.9	15.7	17.7	12.8	12.8	11.6	15.1	14.3	19.2
35-44	11.2	10.9	11.4	9.7	12.7	12.4	11.2	11.4	9.9
45-64	20.5	21.0	22.3	27.0	24.7	22.2	19.1	17.4	9.2
65+	9.4	11.2	10.3	18.9	10.1	7.8	7.4	5.1	4.0
E. Population Change by Age, 1970 - 75 2/									
0-4	- 11.8								
5-14	- 9.1								
15-24	- 11.1								
25-34	+13.1				(Not available by Wards.)				
35-44	- 4.0								
45-64	- 15.3								
65+	+ 1.1								
All Ages	- 4.6	- 6.1	- 7.1	- 8.1	- 2.3	+ 0.1	- 6.0	- 3.1	- 4.1
F. Decrease in Elementary School Enrollment (1969/70 - 1974-75) 3/	- 22.7	-24.8	-26.0	-24.1	-23.4	-21.6	-27.8	-20.5	-17.5
G. Family Income, 1969 4/									
$ 0 - 9,999	52.3	66.8	59.6	20.7	41.3	51.5	61.2	57.0	66.2
$10 - 24,999	39.7	28.1	30.3	46.7	50.7	45.3	36.7	40.0	36.6
$25,000+	8.0	5.1	10.0	32.8	7.9	3.0	2.1	2.9	1.1
H. Poverty Population, 1969 4/	16.2	22.6	23.6	6.3	8.7	15.8	19.1	17.7	15.9
I. Unemployment, 1975 (est) 4/	7.5	9.7	7.8	4.8	5.9	7.1	8.2	7.5	9.0
J. Households Headed by Women 5/	25.0	29.0	29.0	15.0	21.0	24.0	27.0	28.0	29.0
K. Non-High School Graduates 18 - 24 years 6/	36.0	34.0	41.0	28.0	29.0	36.0	47.0	38.0	35.0
L. Owner-Occupied Housing 4/	28.2	16.0	10.7	39.0	50.8	43.2	28.6	33.5	10.8
M. Housing Units, Construction Permits, 1970 - 75 4/	(6,154)	1.9	36.5	13.5	0.5	16.7	3.6	17.8	9.4

1/ "Pupil Membership in Regular Day Schools on October 21, 1976 By Schools, By Grades, By Race, By Sex, and By Regions." D.C. Public Schools: Division of Research and Evaluation. November 1976. (Only memberships of neighborhood schools were included.)

2/ *1975 Population Estimates.* District of Columbia: Municipal Planning Office. May 1977. Pages 1 and 5.

3/ Demographic, Social, and Housing Data: District of Columbia and Council Wards. District of Columbia: Municipal Planning Office, February 1976. Table 5.

4/ Demographic, Social and Housing Data. (Ward Data Summary.)

5/ District of Columbia Data. District of Columbia: Municipal Planning Office. December 1976. Page 72.

6/ District of Columbia Data. Page 75.

The largest proportions of the white population in the city are in the Wards where Region II schools are located: 95.3 in Ward 3 and 43.2 in Ward 2. While the largest decreases in population are noted in those wards, they also record the smallest decreases in the white population and the largest increase in the non-white population. Both wards have fewer younger children and more older persons, particularly Ward 3; however, the decrease in the elementary school population was only a few percentage points greater than that recorded citywide.

Ward 3 had the largest percentages of households with incomes greater than $25,000; at 32.8 percent, the proportion was 4 times as great as that recorded for the city. The Ward also has, by far, the lowest percentage of households with incomes less than $10,000 (20.7 percent). The distribution in Ward 2 is more comparable to that in the city; however, while Ward 3 had the smallest percent of poverty population (6.3 percent) when compared with other areas in the city, the percent of poverty (23.6 percent) in Ward 2 was the highest in the city. Again, the percentage of unemployment, female-headed households, and non-high school graduates, were lowest in Ward 3, while Ward 2 was comparable to that of the city. The percent of owner-occupied housing in Ward 3 is the third highest in the city while in Ward 2, it is the lowest; however, the largest percentage of construction of new housing units is in Ward 2, while Ward 3 is slightly above the city median.

REGION III

The largest percentage of Region III students, 83.9 percent, attend neighborhood schools located in Ward 7. The remaining students attend schools in Ward 5. The regional description will concentrate on the characteristics of Ward 7. The Ward's percentage of black population is the highest in the city (93.4) and, while this population has changed very little, +1.1 percent, from 1970-75, the overall decrease in the Ward population of -3.1 percent is largely the result of the -61.9 percent in the white population, the largest decrease in the city. In 1970, the Ward was second in the percentage of persons under the age of 24. The decrease in elementary enrollment from 1969-70 to 1974-75 was 20.5 and comparable to the percentage citywide. The income of slightly more than half (57.0 percent) of the families was less than $10,000 and 40 percent had incomes between $10,000 and $24,999. The percent of the poverty population, unemployed, non-high school graduates between 18-24 years and female-headed households were comparable to the distributions for the city. The percentage of owner-occupied housing was slightly higher than the percentage for the city. While the Ward had the second highest percent of new housing units between 1970-75, this percent was about half that of the Ward with the highest percent.

REGION IV

Two-thirds of the Region IV school population are in Ward 6 schools. The remainder is almost equally divided between Wards 2 and 5. All three of the Wards will be considered in describing the Region since the combination of any two could alter or compound the composition of characteristics of the Region.

Most of the students are in wards with a high percentage of blacks. A small proportion are in Ward 2 where the racial composition is a little more evenly divided. Most of the Region experienced a large decrease, over 1/3, of its white population, and a slight increase in the non-white population. The distribution by age was comparable to that of the city. The population loss was slightly higher than that of the city. The decrease in elementary enrollment, while not much higher than that for the city, was the highest. The distribution of family income was near that of the city for most of the area. The percent of poverty is higher than the percent for the city. The percent of unemployment is near that for the city. The percent of female-headed households in most of the area is slightly higher than the percent for the city. The area has the highest percent of populations between 18-24 years who did not complete high school. While the percent of home ownerships is comparable to the city, for the most part, there are extreme differences in the two smaller portions; only 3.6 percent of new housing unit permits were for Ward 6, but the Region may be benefiting from the higher activity in its portions of Wards 2 and 5.

REGION V

The majority of the student population attend schools in either Ward 1 or Ward 4, (46.6 and 35.5 percent, respectively), which will be examined primarily as indicators of the composition of Region V.

After Wards 2 and 3, the next largest percentages of whites appear in Wards 1 and 4, although the percentages are less than that for the city. The same loss of the white population is noted which contributed to the overall decline in population. The distribution by age and the decrease in elementary school enrollment was near that for the city. Within the area, there is a difference in the distribution of family incomes: in Ward 4 the percentage of families with incomes between $10,000 - $24,999 was almost double that of Ward 1 and the percentage of poverty (8.7 percent) in Ward 4 was less than half the percentage in Ward 1. Both extremes of unemployment noted -- the percentages for Ward 1 is the highest in the city, and the percentage for Ward 4 is next to the lowest. The percentage of households headed by women is divided with one part being above and the other below the citywide area. In examining the non-high school graduates 18-24 years, both areas are below the percentage for the city. The highest proportion of home ownership (59.8 percent) is in Ward 4 and one of the lowest (16.0 percent) is in Ward 1. This Region had the least new housing activity between 1970-75.

REGION VI

Most of the neighborhood school population attend schools located in Wards 4 and 5, 40.1 and 59.9, respectively. The racial distributions are similar, 83.4 percent blacks in Ward 4 and 89.4 in Ward 5. About a third of the white populations in both Wards declined since 1970, but there has been little overall change in the population. The age distribution and the decline in the elementary school population in both Wards were similar to that of the city. The Wards were similar in the distribution of family income, however, the population of Ward 4 was slightly more advantaged. This difference is further exemplified by the percent of Ward population in poverty: the 15.8 percent in Ward 5 is almost twice that of Ward 4; unemployment in Ward 5 at 7.1 percent, however, is only slightly higher than that of Ward 4. Slightly more households in Ward 5 were headed by females and both Wards were near the city average. The percentage of non-high school graduates between 18 and 24 years in Ward 5 at 36.0 percent was identical to the percentage citywide, but the 29.0 percent in Ward 4 was next to the lowest. The highest percentages of owner-occupied housing in the city are in Wards 4 and 5 and, while new housing units were almost non-existent in Ward 4, Ward 5 had 16.7 percent of the housing unit permits issued in the city between 1970-75.

Prepared by
Division of Research and Evaluation
July 1977

VI. INSTRUCTIONAL DIMENSION

THE
INSTRUCTIONAL
DIMENSION

The Office of Instruction

SIX CRITICAL ISSUES

As the D.C. Public School System moves into the Competency-Based Curriculum (CBC) direction, there are six critical issues which must be resolved. It is important that they be stated at the outset. They are:

I. *How do we move the system from general goal statements for instruction to specific, measurable and performance-oriented goals for instruction?*

II. *How do we move the system from mass or group instruction to individualized instruction focused on the student?*

III. *How do we move the system from its present graded organization of instruction to a Pre-K through 12 continuum?*

IV. *How do we move the system from the use of grades based on artificial steps and general standards to criterion level certification of mastery?*

V. *How do we move the system from its present promotion practices which are based on a graded organization with grades based on artificial steps and general standards to continuous progress based on criterion level certification of mastery through demonstrated and measured performance?*

VI. *How do we move the system from its present practice of graduation based on time spent in a seat as certified by Carnegie Units to graduation based on demonstrated performance of certified minimum skills?*

These issues are so critical and so fundamentally basic to the present nature of schooling, that their resolution should not be left to school people alone. There must be broad discussion of these issues in the community as well as among school people. The ultimate test as to whether or not the competency-based curriculum is fully implemented will be met when *we* have resolved the preceeding issues.

The following pages provide an over-view of the competency-based curriculum direction in the Public Schools of the District of Columbia. This information was disseminated originally as Installment VI in the "Year of Awareness," 1976-77.

THE COMPETENCY-BASED CURRICULUM
AN OVERVIEW

The Competency-Based Curriculum (CBC) plan in the Public Schools of the District of Columbia presents a systematic way of delivering instruction to students to maximize learning. CBC is an operational plan which is focused on the individual student. Its primary purpose is to help students achieve success in the classroom through the mastery of skills and the acquisition of competencies.

> *The primary purpose of CBC is to help students achieve success in the classroom through skill mastery.*

The definitions of a "system" and of an "instructional systems approach," given below, provide a background for understanding this new direction of the school system.

A system is any group of interrelated and independent parts or components working together as a functional unit to accomplish predetermined objectives. Defined operationally, a system is the sum of separate parts in interaction with each other to achieve predetermined purposes.

> *A system exists to achieve its predetermined purpose.*

The rationale for the establishment of a system is that when the total system works to achieve a set of defined goals, its strength can create a force greater than that of any of its separate parts to accomplish those goals.

> *An instructional systems approach is designed to accomplish identified educational goals.*

The instructional systems approach which has been adopted by the Public Schools of the District of Columbia is based upon the foregoing concepts. In the CBC program, this approach is defined as a systematic procedure for identifying, developing, implementing, evaluating, and revising a set of strategies, materials, personnel, and support services which are coordinated and aimed to accomplish identified educational goals. It is a self-correcting process because it utilizes feedback mechanisms (such as field testing) which supply the data for making necessary revisions and modifications. The process is refined or revised until the desired outcomes are achieved. (See Figure 1)

> *CBC requires the organization (or reorganization) of all available resources to achieve the school system's goals.*

CBC utilizes an instructional systems approach as a planning and decision-making tool. It requires the organization (or reorganization) of all available resources including programs, personnel, materials, equipment, space, and time to achieve the school system's goals. These goals have been clearly set forth and made available to school personnel, students, parents, and the community. Representatives from these groups have participated in the prioritization of the goals in each of the six regions.

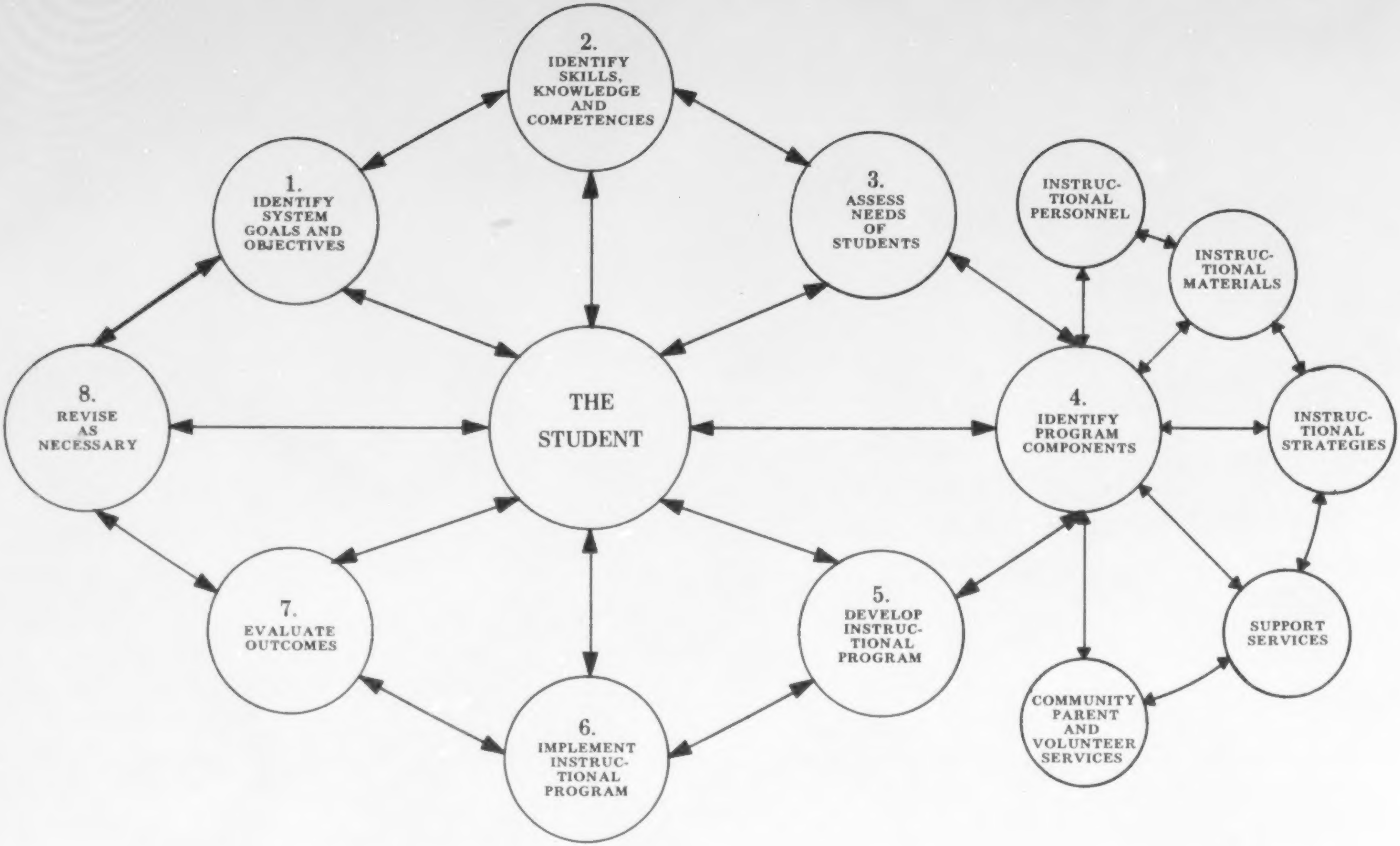

2.
IDENTIFY SKILLS, KNOWLEDGE AND COMPETENCIES
1.
IDENTIFY SYSTEM GOALS AND OBJECTIVES
3.
ASSESS NEEDS OF STUDENTS
INSTRUCTIONAL PERSONNEL
INSTRUCTIONAL MATERIALS
8.
REVISE AS NECESSARY
THE STUDENT
4.
IDENTIFY PROGRAM COMPONENTS
INSTRUCTIONAL STRATEGIES
7.
EVALUATE OUTCOMES
5.
DEVELOP INSTRUCTIONAL PROGRAM
SUPPORT SERVICES
6.
IMPLEMENT INSTRUCTIONAL PROGRAM
COMMUNITY PARENT AND VOLUNTEER SERVICES

Figure 1. An Instructional Systems Model.

The establishment of an effective and efficient educational program is the major goal of CBC.

The major goal of the Competency-Based Curriculum is the establishment of an instructional system, Pre-Kindergarten through Grade Twelve, which provides for an effective and efficient educational program to permit students to attain their maximum growth potential in the cognitive, psychomotor, and affective domains.

The essential first steps to establishing a CBC approach are curriculum development and staff development.

To facilitate the progress of learners through the curriculum, new curriculum is being written to utilize the CBC instructional systems approach, and instructional personnel are being trained to understand instructional systems concepts so that they can utilize the new curriculum. It has been determined that the essential first steps to the establishment of the CBC approach are curriculum development and staff development.

While the areas of reading, mathematics, and science have been identified as the initial priority areas, all instructional areas will be involved in the Competency-Based Curriculum, and full implementation of the CBC approach in all content areas will be phased in over a three-year period beginning in September 1977.

Classrooms and schools which utilize exemplary CBC practices will be identified to serve as models.

Translating CBC concepts and principles into practice in classrooms and schools will require the involvement of all instructional and support personnel, administrators, parents, and community persons. Classrooms and schools which utilize CBC practices will be identified to serve as models for teachers and administrators.

CBC places a top priority on the development of positive self-concept and responsible behavior.

While the CBC plan is focused on the acquisition of skills and competencies by students, a top priority will be given to helping students develop a positive self-concept and responsible, independent behavior. The acquisition of self-actualization skills by students is seen as an outgrowth of their acquisition of basic skills in the analytical, producer/consumer, communication, and political/social skills categories. When students possess demonstrable competencies, it can be expected that they will have an improved sense of their own personal worth.

Instructional planning is an important facet of the CBC instructional systems approach.

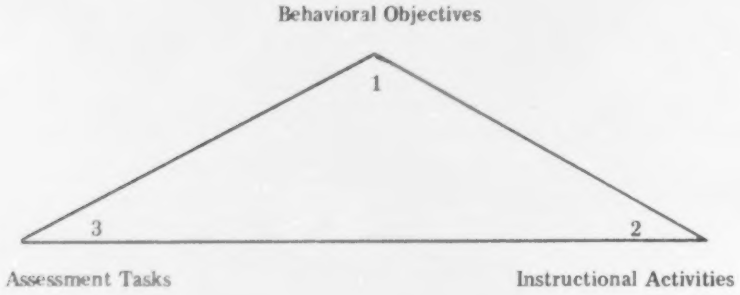
Instructional planning is an important facet of the CBC approach. The CBC instructional plan is a written plan, but it differs from the old fashioned "lesson plan" with a word for word recounting of what the teacher would say or do. The CBC instructional plan serves as a guide for the teacher and can be in the form of an outline which would include (1) the objective behaviorally stated, (2) the learning activities that the student will engage in to achieve the objective, (3) the materials the student will need, (4) homework assignments, if any, and (5) the assessment tasks that will be used to determine if the student can perform the behavior at the level specified in the objective.

CBC recognizes that when students know what the objectives are they are more likely to meet teacher expectations.

In a CBC approach the focus of the instructional plan shifts from the behaviors to be exhibited by teachers to the behaviors to be exhibited by learners. These behaviors are the intended outcomes of instruction and are expressed in the objectives. The research suggests that when students know what the objectives are they are more likely to meet teacher expectations. For this reason, the CBC approach stresses that objectives be communicated to learners on a daily basis.

The CBC instructional plan in the D.C. Public Schools is comprised of four components.

The CBC instructional plan structures and coordinates the learning process in a systematic way to achieve a purpose. Specifically, that purpose is to lead students to the attainment of specific skills, knowledge, and competencies. The CBC instructional plan in the D.C. Public Schools is comprised of four components: (1) behavioral objectives, clearly stated, (2) learning activities in performance agreement with the objectives, (3) assessment tasks in performance agreement with the objectives, and (4) an instructional sequence in which subordinate objectives are ordered to create a learning hierarchy leading to a predetermined terminal objective.



All available resources will be mobilized in a total system-wide thrust to install CBC throughout the Public Schools of the District of Columbia.

The components of the CBC instructional triad are not new to education. Various combinations of the components can be found now in many classrooms and schools throughout the school system. What is new for the D.C. Public Schools is the process. This process will mobilize all available resources to install, interrelate, and coordinate the components for practical application in every classroom and school in a total system-wide instructional thrust. Simultaneously, a program of curriculum development and staff development for teachers and administrators will be established.

BEHAVIORAL OBJECTIVES

The question the teacher must ask is "What do I expect the learner to be able to do at the end of the instructional unit?" The answer is expressed in the form of a behavioral objective which is shared with the student. The objective must be clearly stated and include the following information:

1. Audience: Who is the learner?
2. Behavior: What behavior is the learner expected to perform?
3. Conditions: What will the learner be given?
4. Degree: What is the level of performance required of the learner?

PRE-ASSESSMENT

The second step in the CBC Plan requires that the teacher identify the learner's need for the instructional sequence. The questions that the teacher must ask here are: "Does the student already have the behavior specified in the objective?" or "Does the learner have the entry behavior required to accomplish the intended objective?" The results of pre-assessment may require modifications in the selection of original objectives so that objectives are appropriate to the learner's entry level.

Pre-assessment is important because it can establish whether the learner has the prerequisite skills that are needed to succeed in acquiring the new behaviors. The CBC approach recognizes that each skill can be acquired only after the prerequisite skills have been mastered.

> *Pre-assessment is important because it establishes whether the learner has the prerequisite skills that are needed to acquire a new set of skills.*

LEARNING ACTIVITIES

The learning activities provide the ways in which students are able to acquire and practice the behavior that is specified in the objective. They need to be carefully planned to ensure that they are in performance agreement with the objective. Without the existence of performance agreement between the behavioral objective and the learning activities, it becomes unlikely that students will acquire the desired behavior as the result of instruction.

> *Performance agreement must exist between a behavioral objective and the learning activities that are planned to help students acquire the desired behavior.*

When planning the learning activities for a given objective, it is important for the teacher to take into consideration the previous learning of students. The learning activities should be designed to utilize the prerequisite competencies that students possess and to move them progressively toward the achievement of new objectives.

> *The learning activities must be designed to reflect and incorporate the prerequisite skills, knowledge, and competencies that students possess.*

The CBC instructional systems approach recommends that for each objective, a minimum of two learning activities should be identified which involve at least two different sensory modalities, exclusive of the sense of sight. For example, if one activity involves the student's senses of sight and sound, the second activity might involve the student's senses of sight and touch.

The teacher must select and utilize those teaching strategies that will lead each student to the successful achievement of the objective. It is not an overstatement to say that teaching strategies exist to enable students to learn. Unless they fulfill this purpose effectively and efficiently, they should be revised or discarded.

One teaching strategy that serves as a key component in the CBC approach is the grouping of students on a flexible basis. Flexible grouping of students within the class means that there is variation in grouping patterns according to student needs. For this reason, grouping and regrouping within the classroom can take place on a daily, weekly, or monthly basis. A group formation that remains static (unchanged) for an entire year or even a semester is not consistent with the thrust of the CBC approach. Flexible grouping will entail the varied use of whole group, small group, and individual instruction according to the needs of individual students.

> *Flexible grouping within individual classrooms is a key component of the CBC approach to teaching and learning.*

Additional strategies that teachers will find useful include:

- *diagnosis of the skill needs of each student*
- *contracts — individual and/or group*
- *progress charts for each student*
- *independent study*
- *laboratory activities*
- *multi-media utilization*
- *peer teaching*
- *peer tutoring*

Since the research suggests that learning is enhanced when the learner is an active participant in the learning process rather than a passive one, the use of manipulative objects, models, and mock-ups by students can provide effective learning activities. Active learning is also promoted with the use of such strategies as:

- *gaming*
- *simulation*
- *role playing*
- *discussions*

In identifying the learning activities that students will engage in to learn the desired behaviors, teachers must make sure that the learning activities are student-focused rather than teacher-focused.

> *The learning activities must focus on the learning behaviors of students rather than on the teaching behaviors of teachers.*

ASSESSMENT TASKS

Assessment in a Competency-Based Curriculum is defined as appraisal or measurement of student performance against specific criteria which are stated in behavioral objectives. The assessment process provides data and information to the teacher and to the student.

It provides:

- *feedback on the entry level of students for proper placement.*
- *feedback on a student's progress in the learning hierarchy.*
- *information about the need for modification in the organization of content, or in the methodology employed in the instructional system.*
- *information on the readiness of students for new learning.*

It is through data, gathered on a regular basis, that a determination can be made about the degree to which the actual outcomes of instruction match the intended outcomes.

In the CBC approach, assessment is an essential part of the instructional system.

The CBC Instructional Triad

1. *One behavioral objective*
2. *Two learning activities*
3. *Three assessment tasks*

For each behavioral objective, at least three assessment tasks should be constructed to provide sufficient opportunities for a student to demonstrate mastery of a specific skill. This is the student's opportunity to present evidence that he/she has acquired the desired behavior.

The assessment tasks must require the same behavior that is specified in the objective. In other words, the assessment tasks must be in performance agreement with the behavioral objective if the measurement of student achievement is to be valid.

> *The assessment tasks must be in performance agreement with the behavioral objective they accompany.*

Often teachers focus on the use of paper and pencil tests to evaluate students. However, in the CBC approach other types of assessment procedures are used in addition to the usual pencil and paper tests. For instance, students can be asked to perform a task, exhibit a skill, or demonstrate a competence.

The continuous assessment of student performance against specific criteria as stated in the behavioral objective provides a way for teachers to determine the progress of each student. If a student is not progressing satisfactorily, the teacher has the opportunity to devise an alternative learning path. However, if a student successfully completes an instructional triad, the teacher then has evidence that the student is ready to move up to the next level in the learning hierarchy.

AN INSTRUCTIONAL SEQUENCE – A LEARNING HIERARCHY

A learning hierarchy is a sequence of behavioral objectives arranged from simple to complex in a progressive order. A learning hierarchy is formed by arranging the objectives in the order in which they are to be mastered. The objectives, which become increasingly more complex, lead to a comprehensive behavioral objective which is called the terminal (end) objective. See Figure 3. The terminal objective represents the behavior the student is expected to exhibit at the end of the terminal instructional unit.

> *A learning hierarchy is a sequence of behavioral objectives arranged from simple to complex which is intended to lead the learner to a desired competency.*

In order to reach the terminal objective, the student must first master the prerequisite objectives, sometimes called the subordinate objectives. Within a collection of subordinate objectives some are independent of others, although all must be learned in order to reach the terminal objective. This is to say that there is some flexibility of sequence (alternative paths) within a hierarchy.

> *The student must first master the subordinate objectives in order to achieve the terminal objective successfully.*

When a hierarchy is displayed graphically the dependent relationship which exists among subordinate objectives and the terminal objective is illustrated through a "network." The network provides a map or a direction finder for the student and teacher to lead the learner to a given competency. See Figure 3.

The network shows the terminal objective as well as those objectives which come before and after any given objective in the hierarchy. The behaviors identified in the prerequisite objectives become the entry behaviors for each higher order objective in the network. Thus, it can be stated that each higher order objective in the network serves as a terminal objective for all the objectives which precede it.

This kind of deliberate instructional designing is intended to maximize the probability that the subordinate objectives, when successfully mastered, will lead the learner to an identified competency.

> *A learning hierarchy and its network serve as a map or a direction finder for the student and teacher.*

There are distinct advantages to structuring the curriculum through the use of learning hierarchies. First, in sequencing objectives, curriculum writers and teachers are forced to think out exactly what the student is to learn and in what order. There is less likelihood that learning gaps will occur as students progress through instructional sequences. Additionally, the development and utilization of learning hierarchies make it abundantly clear to teachers as well as to students that new learning must be based on previous learning.

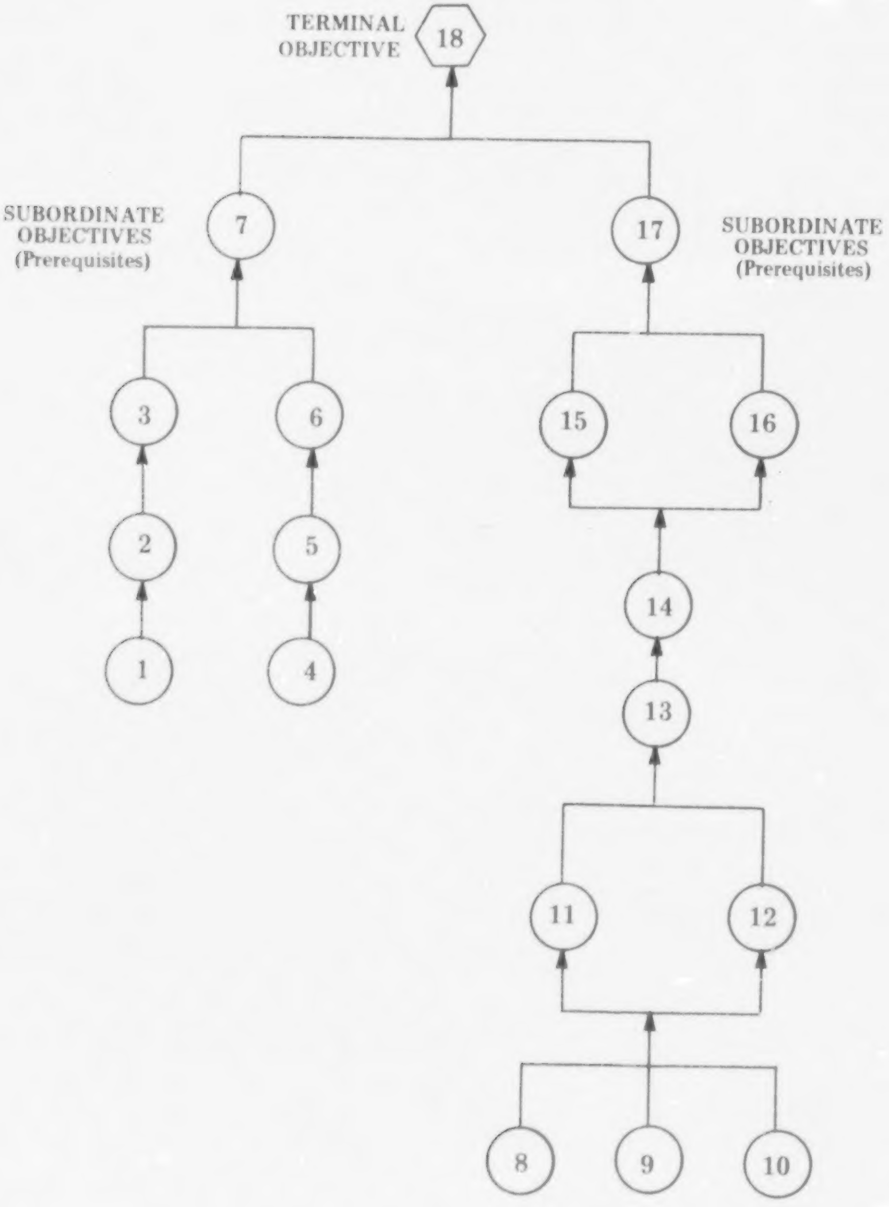

TERMINAL OBJECTIVE
18
SUBORDINATE OBJECTIVES (Prerequisites)
7
17
SUBORDINATE OBJECTIVES (Prerequisites)
3
6
15
16
2
5
14
1
4
13
11
12
8
9
10

Figure 3: An example of a Learning Hierarchy: The CBC Instructional System.

Explanation of Sample Hierarchy (Figure 3)

Objectives: Given appropriate learning activities, the learner will be able to:

1. *Define a system.*
2. *Define an instructional systems approach.*
3. *Identify a rationale for using a systems approach in educational planning and curriculum development.*
4. *Name a major goal of CBC.*
5. *Name the five CBC skills area categories.*
6. *Identify the relationship of CBC to skills and competencies in the affective domain.*
7. *Describe the role of the teacher in the CBC approach.*
8. *Name the four components of a behavioral objective.*
9. *Name the purpose of learning activities in the instructional process.*
10. *Identify the role of assessment in a competency-based curriculum.*
11. *Identify the components of a CBC instructional triad and explain the interrelationships of its components.*
12. *Name at least four instructional strategies that are compatible with the CBC approach.*
13. *Define a terminal objective.*
14. *Define a subordinate objective.*
15. *Name the relationship that exists between a terminal objective and its subordinate objectives.*
16. *Describe a learning hierarchy.*
17. *Describe a rationale for structuring curriculum content into learning hierarchies.*
18. *Given the opportunity to read and discuss (in small groups) the information presented in Installment VI, the learner will describe the CBC Instructional Systems Approach.*

CLASSROOM MANAGEMENT

The role of the teacher changes from knowledge-dispenser and information-teller to classroom manager and learning facilitator in the CBC approach. It is important for the students to know the expectations of teachers. Teachers, therefore, must share the instructional objectives with students and provide ways of recording or charting each student's progress.

> *Classroom management techniques are important tools that teachers can use in facilitating learning by students.*

A learning hierarchy (or some part of its network) can serve as a "road map" for the student. Each student should be given a road map which then can be used by both student and teacher as a progress chart to monitor the student's progress through a learning sequence.

The format should be appropriate to the grade level, ages, and/or prior experiences of the students.

> *The teacher is the major resource in the instructional program and is pivotal to the student's successful progress through learning hierarchies.*

In the CBC approach, the teacher is viewed as the major resource in the instructional program and as pivotal to the student's successful progress through learning hierarchies. A systems approach is not antithetical to a humanistic approach. It is the interaction of the teacher and the student that humanizes the learning process. The teacher brings humaneness to the instructional environment through a sensitivity, a flexibility, and a sense of caring about the student. There must be no disassociation, in the utilization of a competency-based curriculum, between the teacher's commitment to achieving the educational goals and to providing a learning environment that is conducive to the humanistic nature and needs of learners. In the newer role of classroom manager, the teacher must recognize that the focus of the instructional process is on the individual student and the student's special needs, interests, and abilities.

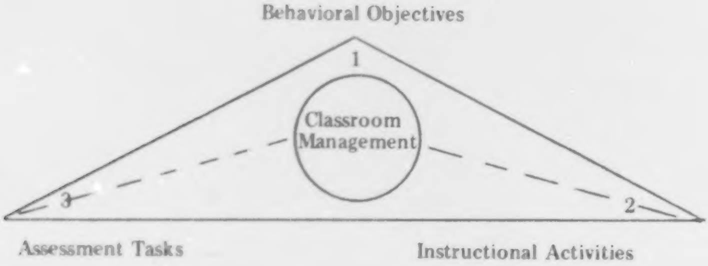


Figure 4. The Place of Classroom Management in a CBC Instructional Triad.

SUMMARY

The Competency-Based Curriculum thrust of the Public Schools of the District of Columbia represents an attempt to ensure learning success for every student. The CBC approach focuses on student acquisition of specified skills, knowledge and competencies. It presents an operational plan to improve the delivery of instruction to students through the utilization of an instructional systems approach.

The four basic components of the CBC instructional system are:

1. behavioral objectives
2. learning activities in performance agreement with behavioral objectives
3. assessment tasks in performance agreement with behavioral objectives
4. learning hierarchies (instructional sequences)

These components, in combination, offer an organized, straightforward path to success for students. For students, the outcomes of successful learning are increased learning and increased motivation for further learning. For teachers and parents, student success provides feelings of satisfaction and pride.

During the 1978 school year, all personnel, projects, programs, divisions, and offices of the school system will be involved in the implementation of CBC. Through the implementation of the CBC instructional systems approach, the Public Schools of the District of Columbia will move forward to attain its goals of excellence, effectiveness and efficiency.

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ORGANIZING TO SUPPORT THE COMPETENCY-BASED CURRICULUM

The Office of Instruction is the accountable unit in the D.C. Public School System for providing overall leadership for the development and implementation of the Competency-Based Curriculum. The accountable officer is the Associate Superintendent for Instruction. The specific responsibilities that relate directly to curriculum and staff development tasks are assigned to a Special Assistant for CBC, who reports directly to the Associate Superintendent for Instruction.

The organizational structure comprises three teams; the Coordinating Team, the Instructional Support Team and the Instructional Management Team. The Special Assistant supervises curriculum and staff development personnel associated with these teams. As of this writing, the Instructional Management Team has not been identified and placed into the organization of the Office of Instruction. It is, however, expected that by October 1 the Instructional Management Team will be in place.

The city-wide focal point for the major activities pertaining to CBC is concentrated in the CBC/Teacher Center at the new Shaw school. The CBC Center is headed by a Director who is responsible for coordinating and facilitating all of the curriculum and staff development activities in the regions and in satellite staff development centers.

THE CBC COORDINATING TEAM

Members of the CBC Coordinating Team have immediate responsibility for overall leadership and direction of the system-wide CBC thrust. Team members report directly to the Special Assistant to the Associate Superintendent of the Office of Instruction, and assist in coordinating all of the broad functions, projects and activities of the Competency-Based Curriculum.

SCOPE OF RESPONSIBILITY

The CBC Coordinating Team is responsible for:

- *Designing and developing an instructional systems model;*
- *Designing and developing staff development activities in selected instructional areas;*
- *Providing guidelines for the design and development of materials in all instructional areas;*
- *Delineating competencies in selected content areas;*
- *Encouraging and assisting in the development of prototype classrooms and schools for CBC activities;*
- *Identifying and monitoring pilot classrooms to be used for staff and curriculum development activities;*
- *Coordinating curriculum validating studies;*
- *Promoting and conducting demonstrations of exemplary practices in classrooms and schools which relate to both development and implementation activities for CBC;*

- *Identifying and disseminating CBC curriculum and staff development ideas;*
- *Designing and developing a criterion-referenced testing program for mathematics, reading, and science.*

FUNCTIONS

The CBC Coordinating Team member:

- *Serves as a leader, advisor and specialized consultant on the varied aspects of CBC;*
- *Makes recommendations for planning, developing and implementing CBC;*
- *Recommends materials and equipment for use in CBC;*
- *Prepares proposals for developing and implementing CBC;*
- *Reviews proposals for developing and implementing CBC;*
- *Consults with appropriate personnel in planning, developing and implementing CBC;*
- *Participates as a member of advisory groups, professional groups, and committees for CBC;*
- *Maintains contact with government agencies, community agencies, professional organizations and other committees involved in education.*

THE CBC INSTRUCTIONAL SUPPORT TEAM

Members of the Instructional Support Team provide city-wide leadership in subject matter areas and have immediate responsibility for developing team approaches to improve the quality of teaching-learning in the classroom.

Instructional Support Team members report directly to the Special Assistant to the Associate Superintendent of the Office of Instruction, and assist in developing working models for full utilization of instructional resources.

SCOPE OF RESPONSIBILITY

The CBC Instructional Support Team is responsible for:

- *Organizing and conducting CBC Awareness Sessions;*
- *Identifying exemplary classrooms and practices through on-site visits;*
- *Providing technical assistance to teachers in the content area;*
- *Designing courses for certification requirements;*
- *Developing criteria for effective selection of materials in the content areas;*
- *Preparing system-wide textbook lists;*
- *Establishing a professional resource center of materials for teacher use in the content areas;*
- *Setting up model for a leadership corps in all public schools;*
- *Developing mechanism for workshops and inter-intra school visitation;*

- *Assisting CBC Coordinating Team in staff development and curriculum development;*
- *Assisting the CBC Implementation Team in instructional activities;*
- *Maintaining contact with school personnel, central administrators, regional administrators, consultants, and groups who will aid in planning, developing and implementing CBC;*
- *Providing CBC professional assistance to school personnel and interested citizenry;*
- *Discharging designated responsibilities toward fulfilling team tasks;*
- *Conducting a continuous evaluation of Coordinating Team activities;*
- *Functioning as a full time public relations representative for CBC.*

FUNCTIONS

The CBC Instructional Support Team member:

- *Serves as a field officer with a city-wide perspective in Competency-Based Curriculum instruction for the central administration, Office of Instruction;*
- *Furnishes a continuous and current evaluation of the instructional program in CBC;*
- *Provides consultative services to teachers in the content areas;*
- *Identifies instructional support needs to improve the instructional program;*
- *Coordinates and articulates the instructional program between levels pre-kindergarten and twelve;*
- *Assists administrators and principals in the review and assessment of teacher competencies in the instructional program in order to maintain uniformly high standards on a city-wide basis;*
- *Advises and recommends instructional materials, equipment and supplies for CBC;*
- *Participates on committees, boards, panels and study groups involved in the education of children;*
- *Interprets the CBC instructional plan to school personnel, professional groups and interested citizenry;*
- *Serves as a full time CBC resource to the entire instructional staff of the school system.*

THE CBC INSTRUCTIONAL MANAGEMENT TEAM

An Instructional Management Team is proposed to advance improvement of the instructional management system. The primary responsibility of the IMT will be to provide a direct liaison between the Coordinating Team and the Regions by providing instructional leadership to the Implementation Team. This structure will provide for direct impact on the classroom. It will also close the line in the Functional Relationships Schema of the Design for the Delivery of Educational Services.

Team members will report directly to the Special Assistant to the Associate Superintendent of the Office of Instruction and provide for implementation of and give direction for the city-wide CBC thrust, the primary focus being on the classroom and teacher/child relationships.

SCOPE OF RESPONSIBILITY

The CBC Instructional Management Team will be responsible for:

- *Providing technical assistance in the development of curriculum and staff development activities in the priority areas of reading, mathematics and science, and secondary priority areas of subject fields other than mathematics, reading and science;*
- *Managing the delivery of staff development and curriculum activities to the classroom teacher;*
- *Monitoring the development of competencies in each subject area as it relates to student's development;*
- *Promoting the installation of instructional programs and materials that are commercially developed and consistent with CBC and monitoring their use in the classroom;*
- *Using prototype classrooms and schools for staff development of teachers;*
- *Providing opportunities for teachers to observe demonstrations of exemplary practices in classrooms and schools which involve both the development and implementation activitiesof CBC;*
- *Helping teachers use the criterion-referenced testing program in mathematics, reading, and science to improve students' learning;*
- *Providing on-site instructional assistance to teachers in the classroom at least* two *days each week.*

FUNCTIONS

(To be negotiated)

COORDINATING TEAM
SCOPE OF RESPONSIBILITY Curriculum Development

The CBC Coordinating Team is responsible for:

1. Developing curriculum by:
   a. designing a plan for curriculum development
   b. coordinating curriculum writing in the three priority areas (reading, mathematics, science)
   c. identifying competencies for each subject area

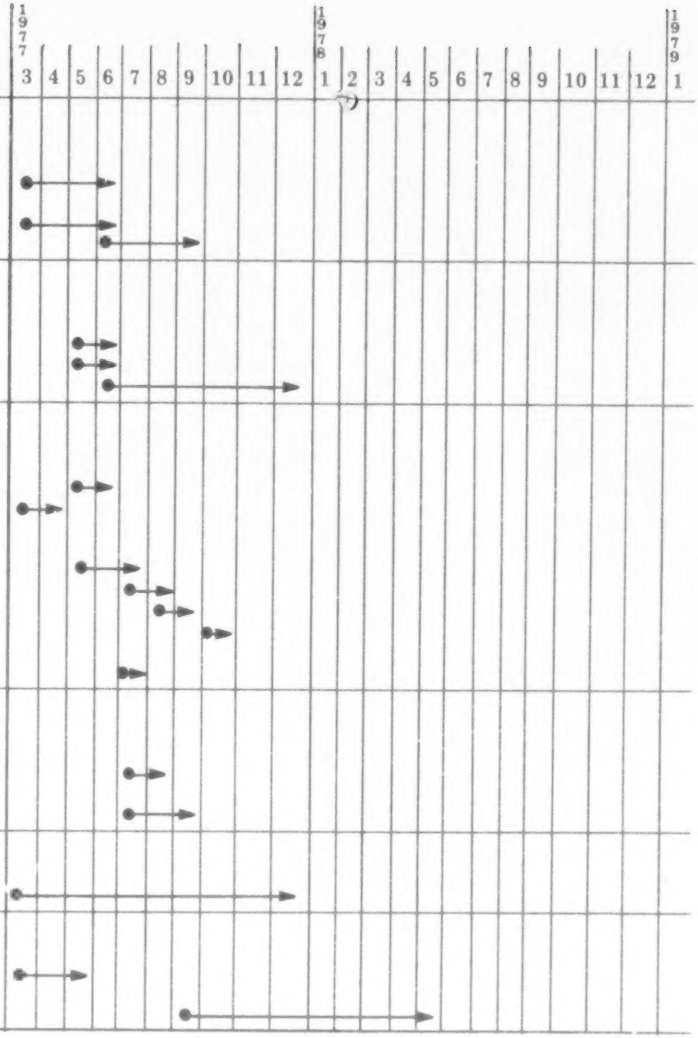
2. Developing a plan for system-wide curriculum development in the content areas by:
   a. reviewing applicants for curriculum writers
   b. identifying curriculum writers in the content areas
   c. supervising and assisting curriculum writers

3. Implementing a plan for system-wide curriculum development in the content areas by:
   a. defining curriculum terminology
   b. planning format of curriculum document
   c. revising first draft of curriculum in reading, mathematics and science by:
      - editing curriculum draft
      - typing revised copy
      - reproducing copy
   d. disseminating copy to all instructional personnel
   e. conducting continuing examination of nationally recognized curricula

4. Devising a model for validation of curriculum by:
   a. constructing a plan to monitor validation of curriculum materials in pilot classrooms
   b. developing a working model for Research and Evaluation to use in conducting curriculum validation studies

5. Designing, developing and evaluating mediated CBC instructional modules

6. Organizing system-wide goals for final review by:
   a. reviewing system-wide goals
   b. assessing continuously adherence of curriculum development to goals



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INSTRUCTIONAL SUPPORT TEAM
SCOPE OF RESPONSIBILITY Curriculum Development

The CBC Instructional Support Team is responsible for:

1. **Organizing and conducting CBC awareness sessions with implications for subject fields by:**
   a. planning and conducting general awareness sessions for teachers in content areas, using mediated packets and other materials
   b. helping teachers become aware of the implications of CBC for their subject areas through curriculum and staff development workshops
   c. conducting workshops using teachers identified as evidencing exemplary classroom practices.

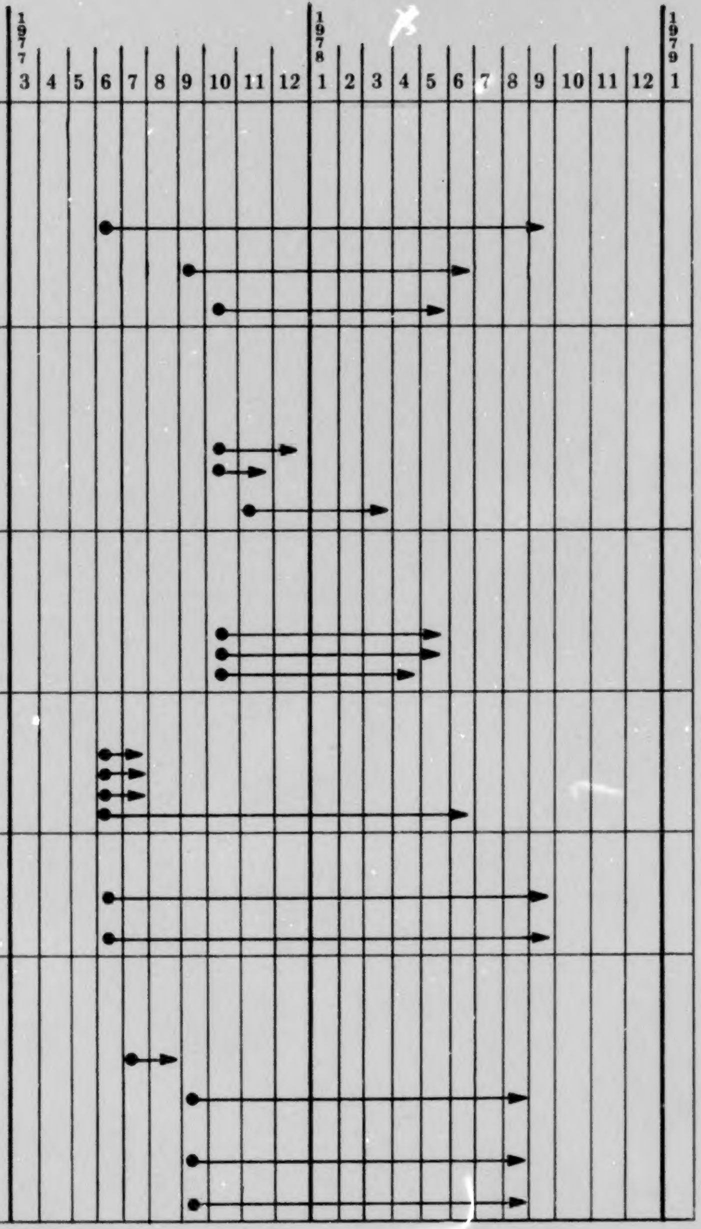
2. **Designing criteria for the effective selection of textbooks and other instructional materials and preparing subsequent listings by:**
   a. coordinating committees which will review goals and objectives, determine needs, review materials and formulate criteria for all content areas
   b. revising procedure for preparation of textbook and other lists
   c. preparing directories for textbooks and all other instructional materials.

3. **Designing and implementing plans for utilization of exemplary classroom personnel by:**
   a. conducting staff development sessions by subject areas using such personnel
   b. conducting interdisciplinary staff development sessions
   c. planning and setting up visitation schedules.

4. **Developing curricula in the content areas by:**
   a. identifying curriculum writers for the subject areas
   b. supervising and assisting the curriculum writers
   c. identifying competencies for each subject area
   d. coordinating the writing of the curricula.

5. **Maintaining coordination between CBC and national trends by:**
   a. participating in professional activities
   b. conducting on-going review of nationally recognized curricular and latest developments

6. **Designing courses for certification of new teachers, certification of teachers transferring to new levels and recertification by:**
   a. establishing certification and recertification requirements of D. C. Public Schools
   b. determining the areas of greatest need among teachers for whom the courses are to be designed
   c. establishing lines of communication with colleges and universities, making use of requirements and standards of national organizations
   d. enlisting the support of other professionals in writing and evaluating courses.



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INSTRUCTIONAL SUPPORT TEAM
SCOPE OF RESPONSIBILITY Curriculum Development

The CBC Instructional Support Team is responsible for:

	1977 3	4	5	6	7	8	9	10	11	12	1978 1	2	3	4	5	6	7	8	9	10	11	12	1979 1
7. Developing criteria for selection of new teachers in the content areas by:																							
a. determining subject matter and education course requirements					●	—	►																
b. devising teacher performance competencies: subject matter and pedagogical					●	—	►																
c. establishing format for interviewing of candidates.					●	—	►																
8. Providing instructional support in content areas by:																							
a. conducting orientation sessions for new subject matter teachers at beginning of the school year, followed by on-site observations and individual conferences							●	—	—	—	—	—	—	—	—	►							
b. assisting teachers already in the system who are experiencing difficulty							●	—	—	—	—	—	—	—	—	►							
c. meeting with building chairpersons to assess needs of teachers, provide program for promoting CBC in their schools and to provide materials								●	—	—	—	—	—	—	—	►							
d. visiting individual schools to provide consultative services to teachers							●	—	—	—	—	—	—	—	—	►							
e. conducting on-going citywide programs with emphasis on CBC							●	—	—	—	—	—	—	—	—	►							
f. arranging demonstrations and visits								●	—	—	—	—	—	—	—	►							
g. identifying exemplary practices and classrooms through on-site visits							●	—	—	—	—	—	—	►									
h. providing liaison linkage with regional instructional branch.							●	—	—	—	—	—	—	—	—	►							

Legend:
● = beginning of event
► = end of event
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INSTRUCTIONAL SETTINGS

To provide for both demonstration sites as well as research/validation sites implementing the Competency-Based Curriculum, a number of instructional settings have been established. Pilot schools have been identified for field-testing the Competency-Based Curriculum. Prototype schools will be identified as places which will demonstrate outstanding and exemplary practices related to CBC.

Finally, a number of exemplary classrooms will be identified where outstanding teachers will utilize incentive award funds to display specific outstanding practices relating to CBC.

PILOT SCHOOLS

Pilot schools are those schools that will field-test Competency-Based Curriculum in order to establish its validity and efficiency.

These schools are to begin operation in September 1977. Twenty-nine schools have been identified as Pilot Schools on a city-wide basis with representation from all levels of instruction.

CRITERIA FOR PILOT SCHOOLS

Teachers: At least one third of the teachers in the building agreed to:

a. Take training on how to conduct a field-test of curriculum materials;
b. Pre-post test each lesson, with prepared (supplied) assessment instruments;
c. Use curriculum materials developed by the curriculum writers;
d. Critique materials being used, and make subjective evaluations of classroom management problems;
e. Meet with coordinators at least two one-half days per month to discuss program and progress, and to collate records.

Administrators: Must put top priority on giving needed support to the teachers and students who are testing the materials.

SCHOOLS

Ballou Senior High School
Friendship Educational Center
McGogney Elementary School
Washington Highlands Community School
Deal Junior High School
Francis Junior High School
Adams Elementary School
Thomson Elementary School
Woodson Senior High School
Sousa Junior High School
Kimball Elementary School
Burrville Elementary School
Drew Elementary School
Eliot Junior High School
Terrell Junior High School
Gibbs Elementary School
J.O. Wilson Elementary School
Garnet Patterson Junior High School
Bruce-Monroe Elementary School
Grimke Elementary School
Tubman Elementary School
Thomas Elementary School

Backus Junior High School
Langley Junior High School
Shaed Elementary School
Webb Elementary School
Bell Career Development Center
Phelps Career Development Center
Webster Job Development Center

PROTOTYPE SCHOOLS

Prototype Schools are those schools where components of the Competency-Based Curriculum are being implemented and may be visited by persons who wish to observe CBC practices.

Prototype school selection will take place before November 1, 1977 so that they can be in operation by January 9, 1978 when visits will begin.

Application forms for these schools will be made available at the beginning of the school year.

CRITERIA FOR CBC PROTOTYPE SCHOOLS

I. Diagnostic information is available. Diagnostic data have been recorded on group and individual profiles.

II. The learning hierarchies are such that attainment of terminal objectives indicate a high quality of academic excellence. Students are challenged to strive for maximum learning, rather than for the attainment of minimum levels of mastery.

III. Objectives are consistent with diagnostic data and form the basis for instruction.

IV. Specified levels of mastery have been established. Assessment materials and applicable data are available in the classroom and in the school.

V. Learning activities are in performance agreement with the stated objectives. The activities should be varied and address at least two (2) different modes of learning.

VI. Activities are progressive and sequential. There is evidence that student activities, for groups and individuals, are planned.

VII. Instruction is student-centered and success-oriented. There is provision for immediate feed-back on student's individual progress. There is evidence that student activities, for groups and individuals, are planned.

VIII. Assessment tasks are in performance agreement with the stated objectives.

EXEMPLARY CLASSROOMS

Exemplary classrooms are those in which management practices reflect the CBC philosophy through the use of media, scheduling, grouping, teaching styles, learning styles, and the collection of assessment data.

EXEMPLARY PRACTICE AWARDS

The following project proposals have been approved for Exemplary Practice Awards:

PROJECT	TEACHER	SCHOOL	REGION
Listen While Reading	Ms. Helen W. Cope	Woodson JHS	III
Indoor Gardening	Ms. Marjorie A. H. Campbell	Terrell JHS	I
Your School Library	Ms. Sandy Speier Ms. Jessie Smith	Francis JHS	II
An Ecological Study of Oxon Run — A Potomac River Tributary	Ms. Annie M. Anguah-Dei	Ballou SHS	I
Plant Growth and Development	Ms. Pattie W. Spady	Jefferson JHS	II
A Study of the Geology of Washington, D.C.	Ms. Dorothy H. McDowell	Rabaut JHS	VI
Global Perspectives In Education: Development of a Unit Model	Ms. Billie A. Day	Cardozo SHS	V
Metric Watch	Ms. Carolyn B. Cashwell	Friendship Education Center	I
An Individualized Reading Program for Multi-Age, Multi-Level Underachievers	Ms. Swayzine Pierre	Orr ES	I
Humanistic Studies of Ancient Cultures	Ms. Joanne Engel Ms. Barbara Somerville Ms. Eldoris Furtado Ms. Annabelle Strayhorn	Roper JHS	III
Career Exploration	Ms. Jessie L. Douglas	Hendley ES	I
Fun and Motivation — Keys to Success in CBC	Mr. Charles E. Coffey	Washington-Highlands	I
Adventures with Cultures on the Move	Ms. Marie C. Goodman Ms. Anna K. Webb Mr. Thomas Kuna	Hardy ES	II
Bilingual Reading	Ms. Carmen M. Contee	Bell CDC	Career Dev.
Real Experiences in Everyday Life in the Open Classroom	Ms. Helen C. Scott-Allen	Langley JHS	VI
Using Poetry and Prose to Improve Communication Skills	Ms. Hazel L. Brown	Lewis ES	V
Indoor and Outdoor Classroom	Ms. Margaret Brown Ms. Joan Keely	LaSalle ES	VI
Here's What's Cooking	Ms. Judith Abramson Ms. Eveline de la Nuez	Oyster ES	II
United Nations Feasts	Ms. Gloria W. Balkissoon	Rabaut JHS	VI
Map Skills Center	Ms. Consuella L. O'Neal	Langley JHS	VI

TESTING AND ASSESSMENT IN A COMPETENCY-BASED CURRICULUM

The city-wide testing program of the District of Columbia Public Schools is being expanded to address the educational direction of the Competency-Based Curriculum (CBC). This section attempts to lay out the critical aspects of the testing program in relation to CBC.

Assessment in a competency-based curriculum is defined as:

Appraisal of student performance against specific criteria, and

Evaluation of performance outcomes to determine the degree to which pre-stated objectives have been met.

Testing in a competency-based curriculum is the measurement of student performance through the use of:

Criterion-Referenced Tests which measure, in a variety of ways, an individual's performance in relationship to a specified standard;

Norm-Referenced Tests which measure an individual's performance in relationship to the performance of groups of similar students.

Testing and Assessment in a competency-based curriculum are the evaluation processes designated to:

Identify student needs for skill development,

Determine the level at which instruction should begin,

Monitor student progress,

Validate the effectiveness of the curriculum,

Ascertain the effectiveness of the instructional program,

Measure the day-to-day and long-range progress of students as they move along each learning curriculum.

Testing and Assessment in a competency-based curriculum, occur:

Day-to-day in the classroom at the completion of each performance task,

At the time the student is ready to move from level to level,

At specific checkpoints in the curriculum which are to be identified,

At regular annual intervals according to system-wide testing schedules.

The information presented above gives the rationale for the city-wide testing program that is being developed under the Competency-Based Curriculum. It speaks to the *how* of testing (i.e., criterion-referenced tests and norm-referenced tests) and the *when* (i.e., at specific checkpoints in the curriculum and at regular annual intervals according to system-wide testing schedules). Additionally, the information makes it very clear that the CBC Testing Program will not be developed or implemented overnight. It is projected that the CBC testing plan will be fully implemented in the D.C. Public Schools by the school year 1980.

I. CRITERION-REFERENCED TESTING

Criterion-referenced tests are currently administered in the Fall and Spring each year. Questions have been raised regarding the feasibility of eliminating Fall criterion-referenced testing and using test data from preceding Spring testing for classroom management in the Fall. The feasibility of eliminating Fall criterion testing has been investigated through a small pilot project conducted in the Summer-Fall of 1976. This involved, through contractual scoring arrangements, the reorganization of Spring 1976 data so that each teacher in the project received in the Fall individual pupil data for incoming students arranged in class summary form. These students were not tested in the Fall. Reorganized Spring data were used to begin the instructional program for students individually, in small groups, or in class groups.

Aside from the tremendous logistical problems that must be solved if this effort is extended to include all schools, the plan is feasible. However, there are certain developmental aspects of CBC that prohibit implementing the plan at this time. These are discussed below.

Refinement and/or Revision of the Prescriptive Reading Test (PRT) and the Prescriptive Mathematics Test (PMT)

Members of the CBC teams are currently restating in behavioral terms the existing curriculum objectives in reading and mathematics, the objectives on which the PRT/PMT were developed. Upon completion, the PRT/PMT will need to be refined and/or revised to be compatible with the CBC objectives. A tentative schedule for this refinement/revision is as follows:

Research Year	1977-1978
Revision Year (editing and reformatting)	1978-1979
Implementation Year	1979-1980

It will be necessary to administer PRT/PMT in the Fall and Spring through 1979-1980 to secure data for traditional item statistics on PRT/PMT and for purposes of the articulation study listed under section B of Norm-Referenced Testing that follows.

II. NORM-REFERENCED TESTING

A. Establishment of System Assessment Points

Beginning in school year 1977-78, system assessment points will be established at traditional grade levels three, six and nine. Consistent with CBC and also with the concept of a Pre-K through 12 continuum, these critical assessment points will provide for both and evaluation of the effectiveness of the curriculum and a method to improve instruction for the individual student.

A combination of norm-referenced and criterion-referenced tests will be used at these levels to flag weaknesses in the system and to diagnose and prescribe treatment of learning deficits of individual students. Criterion-referenced testing will be administered in the Fall and Spring as in other years. The norm-referenced test will be administered to all 3rd, 6th and 9th graders in the Spring of each school year. Group data will be analyzed by individual schools and by individual regions. Specific corrective plans of a school and regional nature will be designed by those schools which show deficits below the national norms in reading and math.

An analysis of individual student performance will be done for all students in grades 3, 6 and 9 who fall below the national norm in reading and math. Necessary adjustments in the level of PRT/PMT administered in the following Fall will be made in order to secure a better diagnosis of the strengths and weaknesses of these students. These diagnostic assessments will be used to develop a prescription for instructional services for students below grade level for school year 1978-79. As a result the system should show significant effectiveness of both curriculum impact on student skills as well as a better utilization of teaching resources.

B. Articulation Between Norm-Referenced and Criterion-Referenced Tests

This will involve investigation of the relationship between clusters of skills on the norm-referenced test and the skills measured on the Prescriptive Reading and Mathematics Tests. Test results for norm-referenced and criterion-referenced tests from Spring 1976, Spring 1977 and Spring 1978 will be used for this study. The ultimate aim is to be able to predict scores on the norm-referenced test from criterion-referenced test data. This will enable the school system to alternate administration of norm-referenced and criterion-referenced tests and/or eliminate Fall criterion-referenced testing.

PROCEDURES FOR THE CITY-WIDE TESTING PROGRAM

1. All testing programs not included in the City-Wide Testing Program will be coordinated by the Pupil Appraisal Branch of the Office of Instruction. Coordination means:

   a. consultation between the program or project director and the Pupil Appraisal Branch regarding purposes of testing in this non-city-wide program, population to be tested, frequency and time of testing, instrumentation and types of data needed;

   b. publication by the Pupil Appraisal Branch of a Consolidated Testing Schedule each year which will list the City-Wide Testing programs and Special Testing programs;

   c. planning staff development meetings on test administration, interpretation, and application to be conducted by the Regional Psychometrist(s) to assure uniformity in the conduct of these special testing programs;

   d. determining and managing the logistics involved in the transfer of data from the city-wide program to the special program to avoid testing of students by the two programs.

2. The 10% sampling of all students, grades 1 - 9 and 11 - 12, will be changed in favor of 100% testing at those grade/age levels where diagnosis and evaluation will be most useful to aiding student achievement in the competency-based curriculum (specific levels to be determined by the Administration).

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3. All kindergarten students and first grade new-entrants will be tested with appropriate group testing instruments at the beginning of each school year. Testing of pre-kindergarten students will be instituted when valid group testing instruments become available.

4. The Washington, D.C. edition of the Prescriptive Reading Test and the Prescriptive Mathematics Test will continue to be administered in grades 1 - 9, Fall and Spring, through 1979-80, and will be refined and/or revised to conform to the curriculum objectives of the competency-based curriculum.

5. The results of criterion-referenced and norm-referenced tests will be made immediately available to:

   a. the individual student and the parent/guardian of minors at an explanatory conference held by the teacher or counselor;

   b. faculty and parent groups in summarized or averaged form at explanatory meeting(s) held by the local school administrator specifically to inform these groups of the interpretation and application of these results.

6. Summary reports of city-wide test results will be prepared by Pupil Appraisal for the administration following completion of each program.

7. Summary reports of city-wide test results for the school year will be prepared by Pupil Appraisal for the administration and for the Board of Education as soon as possible after the end of the school year. These reports will cite deficit areas and will indicate what the Office of Instruction plans to do to correct these deficiencies.

   a. Summary reports of criterion-referenced test results will be reported in terms of percentage of mastery by grade by test level, indicating progress made from Fall to Spring.

   b. Summary reports of norm-referenced tests will be reported to the administration and to the Board of Education in terms of averages for the city by grade and in terms of averages for each school by grade.

   c. Special testing programs will follow the 7b format.

8. No city-wide test results will be tabulated or reported which show scores or groupings by race or sex. The exception to reporting scores by sex will be in the case of reporting aptitude scores where data clearly indicate that males and females differ in their performance and valid norms have been established indicating this difference.

VII. STATUS OF CBC

STATUS REPORT

A DESIGN FOR A COMPETENCY-BASED CURRICULUM

Pre-K — 12

STATUS REPORT

MAJOR TASKS TO BE ACCOMPLISHED IN THE DEVELOPMENT OF A DESIGN FOR A COMPETENCY-BASED CURRICULUM

PRE-K — 12

September, 1977

TASKS	PRIMARY RESPONSIBILITY ALLOCATIONS								STATUS	COMMENTS
	1.0 S	2.0 01	3.0 DP	4.0 PPS	5.0 DRE	6.0 OSA	7.0 RO	8.0 OMS		
1.1 Establish a Curriculum Advisory Committee.	X								C	
2.1 Coordinate the development of the design and implementation model for CBC.		X							O	AP
2.2 Assist the Curriculum Advisory Committee in the development of the sequence of behavioral tasks, along the Pre-k through 12 continuum and in the identification of skills needed to perform the tasks.		X							C	AP
2.3 Submit the report of the CAC to the Superintendent for acceptance.		X							C	
1.2 Accept the report of the CAC.	X								C	
1.3 Brief all division heads on CBC.	X								C	
1.4 Brief the Board on CBC and recommend approval.	X								C	
1.5 Name and convene CBC Advisors.	X									RAP
2.4 Determine roles and functions of: CBC Instructional Coordinating Team and CBC Implementation.		X							C	AP
3.2 Provide technical assistance in short and long-range planning for CBC.			X						O	AP
5.1 Compile bibliographies on CBC.					X				C	
5.2 Collect data on implementation of CBC nationally.					X				O	
6.1 Identify federal funds which may be used to support CBC.						X			O	AP
2.5 Establish a CBC Instructional Coordinating Team.		X							C	AP

LEGEND:
AP — Action Plan
APCT — Action Plan Critical Task
C — Completed
CT — Critical Task
D — Delete
O — Ongoing
OI — Office of Instruction
R — Redesign
RAP — Redesign Action Plan
TT — Transfer Task

TASKS	PRIMARY RESPONSIBILITY ALLOCATIONS								STATUS	COMMENTS
	1.0 S	2.0 01	3.0 DP	4.0 PPS	5.0 DRE	6.0 OSA	7.0 RO	8.0 OMS		
4.2 Develop a model for CBC teaching-counseling support role for counselors.				X						AP
5.3 Develop a CBC proposal review checklist.					X				C	
6.3 Develop a plan for the interfacing of Federal Programs with CBC.						X				AP
1.6 Design a city-wide community participation plan.	X								C	AP
1.7 Design a public information plan for CBC which includes television and radio coverage at least monthly.	X									AP
2.6 Establish a CBC Implementation Team.		X								RAP
6.4 Design a staff development workshop for Federal Program directors on CBC.						X			C	AP
6.5 Develop a design for involving local universities, private industries and federal agencies in the implementation of CBC.						X				TT-OI
7.1 Develop plan for regional leadership in CBC implementation.							X		C	AP
7.3 Develop plan for providing instructional support services for CBC.							X		C	AP
7.4 Design a regional CBC community participation plan.							X		C	AP
8.2 Develop an identification plan for personnel to support CBC.								X		TT-OI
1.10 Delineate performance objectives to accomplish CBC responsibilities.	X								C	AP
1.11 Identify resources needed.	X									APCT
2.17 Delineate performance objectives.		X							C	AP
2.18 Identify resources needed.		X							C	AP
3.7 Delineate performance objectives.			X						C	AP
3.8 Identify resources needed.			X						C	AP
4.1 Develop in-service package on purposes and techniques of testing to determine effectiveness of instruction and student progress.				X						TT-OI
4.3 Develop a model for a test development unit.				X					[illegible]	TT-OI/(AP)
4.5 Delineate performance objectives.				X					C	AP

TASKS	PRIMARY RESPONSIBILITY ALLOCATIONS								STATUS	COMMENTS
	1.0 S	2.0 01	3.0 DP	4.0 PPS	5.0 DRE	6.0 OSA	7.0 RO	8.0 OMS		
4.6 Identify resources needed.				X					C	AP
5.7 Delineate performance objectives.					X				C	AP
5.8 Identify resources needed.					X				C	AP
6.6 Delineate performance objectives.						X				AP
6.7 Identify resources needed.						X				AP
7.5 Delineate performance objectives.							X		C	AP
7.6 Identify resources needed.							X		C	AP
8.9 Delineate performance objectives.								X		AP
8.10 Identify resources needed.								X		AP
1.9 Determine collective resources needed to implement CBC.	X									APCT
2.8 Establish a Test Development Unit.		X							D	
2.15 Develop an instructional materials selection process.		X								AP
2.16 Review all proposals for funding to determine if they support CBC.		X							O	AP
3.1 Conduct a system's needs assessment.			X						C	
3.3 Review all proposals for CBC compliance.			X						O	AP
3.4 Update facilities requirements.			X						D	
3.5 Update equipment standard lists for facilities.			X							TT-OMS
3.6 Assist Division of Instruction in updating instructional materials selection list.			X							AP
4.4 Design a CBC staff development design on testing.				X					C	TT-OI
5.5 Design a CBC monitoring system.					X				C	AP
5.6 Design a CBC auditing system.					X				C	AP
6.2 Review all proposals for CBC support.						X			O	AP
7.2 Direct the establishment of Local School CBC Committee in each school.							X		C	
8.1 Develop a budgetary plan to support CBC.								X		AP
8.3 Develop a CBC plan for expediting the processing of requisitions, etc.								X		AP
8.4 Develop an operational plan for upgrading maintenance of equipment and facilities.								X	C	AP

TASKS	PRIMARY RESPONSIBILITY ALLOCATIONS 1.0 S	2.0 01	3.0 DP	4.0 PPS	5.0 DRE	6.0 OSA	7.0 RO	8.0 OMS	STATUS	COMMENTS
8.5 Develop a CBC process for expediting contractual services to CBC.								X	C	AP
8.8 Assist Division of Instruction and Division of Planning in exploring feasibility of using computer capability to implement CBC.								X		AP
2.9 Develop criterion for each performance task.		X								AP
2.7 Delineate competencies.		X								AP
1.8 Develop a plan for informing the Board of Education on the status of CBC implementation.	X									APCT
2.10 Develop criterion-referenced test items.		X								AP
8.6 Cost out programmatic elements of CBC.								X		AP
2.11 Design plan for field testing criterion-referenced test items.		X								AP
5.4 Develop recommendations on checkpoints for assessing CBC implementation.					X					AP
8.7 Design a plan to accomplish scoring of CRTs, CBC scheduling, CBC monitoring of student progress.								X	C	AP
2.12 Develop a plan for the instrumentation of criterion-referenced test items.		X								AP
2.14 Develop a CBC testing program.		X							C	AP
2.13 Develop recommendations on check points for student assessment.		X							C	AP

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VIII. ACTION PLANS

ACTION PLAN FOR COMMUNITY PARTICIPATION

Communications and Public Relations

ACTION PLAN FOR COMMUNITY PARTICIPATION

INTRODUCTION

The development of an action plan is necessary in order to provide for constructive interaction with the public, to continue the process of identifying and resolving concerns, and to ensure the systematic inclusion of all parties concerned with the welfare of children and the public schools. THE ACTIVE PARTICIPATION OF CITIZENS IN GOAL-SETTING, IMPLEMENTATION OF PLANS, AND ASSESSMENT OF PROGRESS MUST BE ON A CONTINUING BASIS. This action plan represents a broad framework for input and must remain flexible.

The objectives of the plan are twofold:

> *To provide opportunities and create a positive climate for community participation in school affairs.*
>
> *To keep students, parents and the community informed.*

OPPORTUNITIES FOR COMMUNITY PARTICIPATION IN SCHOOL AFFAIRS

The plan provides for formal and informal participation by the public in a range of specific areas. Citizens who wish to avail themselves of these opportunities should contact the respective Assistant Superintendent — Region, the Communications and Public Relations Branch or the local school principal.

To accomplish the first objective, community participation in public school affairs is encouraged through the medium of:

- Local School Parent, Teacher, Student Associations
- Local School Home and School Associations
- Local and Area Community School Committees and/or Boards
- Needs Assessment — Instructional Goals
- Citizen Advisory Councils
    - Adult Education
    - Career Development (Vocational Education)
    - Special Education
    - Title I
    - Title IV
    - ESAA
    - School/Regional
- School Visitations
- Ad-Hoc Task Groups (local, regional, citywide)
- Committees of "21" for Capital Projects
- Volunteer Services at Every Level of the School System
- Community-Based Activities
- Selection of Assistant Superintendents — Region
- Selection of Principals

KEEPING STUDENTS, PARENTS AND COMMUNITY INFORMED

Since a school system draws its major strengths and weaknesses from the community it serves, the success of our educational program depends largely upon public understanding of what we are attempting to do. We encourage the use of all appropriate means of keeping the community adequately informed about its schools and of encouraging their active participation in school affairs. At every level of the school system we are urging the initiation and continuation of activities designed to bring school and community people into greater and more meaningful contact with one another. Children's learning will be enriched by our recognition that home and school are legitimate partners in the educational process. A critical component of the Competency-Based Curriculum (CBC) is to let students "in" on what they are to learn. The next step is to let parents "in" on what is expected.

To promote the second objective:

- Every school will have, beginning the school year September 1977, a handbook or information sheet for parents. It will contain information about the school's program that parents need to know.
- A school system brochure and a set of flyers, featuring a few of the many good things that are happening in our schools, have been developed. Parents are the primary audience for these publications. They will be broadly disseminated in the community through the local schools.
- The school system, under the leadership of each region, will sponsor a range of local school community activities which will bring together the talents of students, parents, community people and school personnel. Such activities should celebrate the richness and diversity of culture and competency that abounds in every segment of the population of the city.
- The school system will sponsor a televised course — *A Competency-Based Approach to Instructional Development* — for which teachers and administration are the primary audience and parents the secondary audience.
- Each school will have a cadre of student speakers to communicate with the community on educational programs.
- Every school will maintain an open door policy for parents and members of the community to visit and observe the instructional program. Appointments for such visits shall be made through the Office of the Principal at least twenty-four hours in advance.
- To broaden the base for dissemination of information and to keep community and parents informed, the following publications will be prepared:

  Community Newsletter
  Superintendent's Annual Report
  Regional Newsletter
  Public Relations Handbook for Principals, Assistant Principals and Project Directors
  Special Bulletins

- Each region and local school will involve parents and members of the community in seeking resolutions of six critical issues as we move from traditional education to Competency-Based Curriculum (CBC).

  Competency-Based Curriculum
  Individualized Instruction
  Non-graded Organization
  Certification Based on Mastery
  Continuous Progress
  Graduation Based on Performance of Certified Skills.

- The School System will welcome and coordinate Volunteer Services.

SUMMARY

"To earn public confidence in education, educators must know what the public wants from its schools and the public must know that their schools are doing what they expect" says John Wherry, Executive Director of National Schools Public Relations Association (NSPRA).

By improving internal and external communications, it is hoped that parents and citizens will understand what we are attempting to do. Given this understanding, parents and members of the community will strive to participate in school affairs. This two-way process is communications in the true sense of the word.

FOR FURTHER INFORMATION: CALL 724-4044/724-4222

ACTION PLANS

- Office of the Superintendent
- Office of State Administration
- Office of Educational Programs and Services
- Regions
- Office of Management Services

COMPETENCY-BASED CURRICULUM

Office or Region Office of the Superintendent

Responsible Officer Vincent E. Reed

Submission Date July 11, 1977

Date Received by Superintendent's Office July 11, 1977

Approved Vincent E. Reed

ACTION PLAN

OBJECTIVE: Provide systemwide leadership, support and specialized technical assistance for the development, assessment and implementation of the Competency-Based Curriculum.

1. PLANNING ASSUMPTIONS:

1.1 Implementation of a Competency-Based Curriculum will be the major thrust of the school system during 1977-78.

1.2 The projected student population for SY'77-78 will consist of 122,530 students including:

Elementary Schools	65,825
Junior High Schools	29,435
Senior High Schools	21,480
Career Development Centers	2,100
Special Education	1,300
Other	2,390

1.3 The needs of students will be identified and instruction will be individualized to meet those needs.

1.4 There will be no additional resources (funding or personnel) through regular budget sources for FY'78.

1.5 Federal funding, to the extent possible, will be used to support and/or supplement the Competency-Based Curriculum.

2. RESOURCES AND CONSTRAINTS:

RESOURCES:

2.1 Staff personnel of each component of the Superintendent's staff -- Executive Office, Division of Planning, Division of Research and Evaluation, Labor Relations Branch, Communications and Public Relations Branch

2.2 Capability to redirect resources within the system to meet priorities

CONSTRAINTS:

2.3 Limited funding within the regular budget

2.4 Position ceiling imposed by the city government

2.5 Court decrees and legislative constraints imposed by Federal and District Government

2.6 Mandatory constraints imposed by District Government regulations

1. PLANNING ASSUMPTIONS (continuation)

1.6 Teachers and administrators will be involved in the development and implementation of CBC.

1.7.1 Responsible offices/regions will be held accountable for performance based upon approved CBC action plans.

1.7.2 School employees will be held accountable for performance based upon established criteria for the evaluation of personnel.

1.8 Concerted effort will be made to promote an understanding of CBC by parents and other members of the community and to encourage their participation.

1.9 Effective planning will be required on local, regional and central level.

1.10 During FY'77-78 negotiations for four (4) c. b. agreements covering the entire unionized work force will be in progress.

1.11 During FY'77-78 the level of grievances and complaints arising from employees will not diminish appreciably from the FY'76-77 level.

1.12 An aggressive program of orientation to insure compliance with the Labor Relations Policy and Negotiated Agreements will be initiated with Specialists assigned definitive Regional and Central Office responsibilities.

1.13 A positive relationship with employee organizations will be maintained.

1.14 The status of development and implementation of CBC at a given point will be determined by general monitoring.

1.15 CBC will require systematic evaluation.

2. RESOURCES AND CONSTRAINTS (continuation)

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3. ALTERNATIVES FOR ACHIEVING OBJECTIVES:

3.1 Seek additional funding from regular sources to support the leadership and technical assistance objectives

3.2 Develop potential for securing additional private resources to support the leadership and technical assistance objectives

3.3 Implement within existing resources, a comprehensive Education Plan which is complemented by Action Plans from each Office and Region, and by local school Competency-Based Curriculum Building Plans

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4. SELECTED ALTERNATIVE:

4.1 Implement, within existing resources, a Comprehensive Education Plan which is complemented by Action Plans from each Office and Region, and by local school Competency-Based Curriculum Action Plans

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5. PROCESS OBJECTIVES:

5.1 By July 25, 1977, each Office and Region will submit a CBC Action Plan for SY 1977-78, in accordance with guidelines established by the Division of Planning, to the Superintendent as evidenced by approved Action Plans on file.

5.2 By Sept. 30, 1977, the Office of Instruction and the Division of Planning will submit a Comprehensive Education Plan for SY'77-78, based upon agreed planning assumptions and elements, to the Superintendent as evidenced by review and approval.

5.3 By September 30, 1977, each local school will develop a CBC Action Plan in accordance with CBC specifications, as evidenced by plans on file in the Office of Instruction, Regional Offices and Superintendent's Office.

5.4 By October 31, 1977, the Comprehensive Education Plan will enter into the implementation phase as evidenced by the operationalization of the Instructional Dimension and implementation of the Action Plans and CBC Building Plans.

5.5 By September 15, 1977, the Communications and Public Relations Branch will implement an Action Plan for Community Participation which facilitates an understanding of CBC and increases opportunities for parents to become actively involved as evidenced by a significant increase in the amount of information to parents and other community people and the level of their participation in school affairs.

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5. PROCESS OBJECTIVES (continuation)

5.6 By September 1, 1977, the Communications and Public Relations Branch will launch a SY'77-78 public information program as evidenced by production and release of publications; training sessions on improving school system publications and relations with the community; and workshops for administrative aides in improving office public relation skills.

5.7 By September 30, 1977, the Division of Research and Evaluation will implement a selected monitoring system relative to broad development and implementation CBC aspects as evidenced by a design on file in the Superintendent's Office and reports on the status of the development and implementation of CBC during SY 1977.

5.8 Beginning June 20, 1977, the Division of Research and Evaluation will conduct an assessment of the CBC staff development workshop during June and July 1977 as evidenced by the findings of the assessment plan.

5.9 As of July 1, 1977, the Division of Research and Evaluation will have implemented the Evaluation System in selected elementary schools for the period July 1977 through June 30, 1978 as evidenced by the data files and other documentation on record and the operationalization of the design of the Evaluation System.

5.10 By August 30, 1977, and on October 30, 1977 the Executive Office of the Superintendent will review the critical tasks as delineated by each Office/Region for compliance as evidenced by the time frames indicated in each Action Plan.

5.11 By July 30, 1977, work groups will be established to develop performance evaluation systems for all school employees as evidenced by the submission of a total design to the Superintendent for approval by May 30, 1978.

5.12 By October 1, 1977, the Labor Relations Branch will have negotiations for the collective bargaining agreement covering the CSO in progress as evidenced by the submission of new proposals in the time frame prescribed by the contract.

5.13 By October 1, 1977, the Labor Relations Branch will have cleared the current backlog of WTU and AFSCME Council 20 3rd Step Hearings and all subsequent Hearings will be conducted in a timely manner as evidenced by the summer schedule of hearings.

5.14 By October 1, 1977, each specialist will implement Regional/Central Office liaision responsibilities as evidenced by the individual plans on file.

5.15 By November 1, 1977, negotiations for a collective bargaining agreement coverning the WTU will be initiated as evidenced by the provisions in the termination clause in the contract.

5.16 By January 1, 1978, a pilot Labor Management Relations training program will be in the first phase of field testing and evaluation as evidenced by the approved plan on file, course syllabus, and scheduled sessions and assessment in operation.

5.17 From September 1, 1977 to June 30, 1978, the Executive Office of the Superintendent will monitor the progress of the process objectives and accomplishment of critical tasks by each office.

6. CRITICAL TASKS:

Task No.	Task	Responsible Persons	Time Frame Start	Complete
6.1	Name and convene an Administrative Council	Vincent E. Reed	7/8	Ongoing
6.2	Review Action Plans from Offices and Regions	J. Weldon Greene	7/15	8/5
6.3	Approve or Reject Action Plans	Vincent E. Reed	8/11	8/16
6.4	Develop Comprehensive Education Plan	J. Weldon Greene James T. Guines	4/4	9/30
6.5	Approve or Reject Comprehensive Education Plan	Vincent E. Reed	9/30	10/3
6.6	Disseminate Comprehensive Education Plan	Olive Covington	10/26	10/31
6.7	Develop Action Plan for Community Participation	Olive Covington	7/13	7/25
6.8	Identify resources, establish monitoring team, arrange for computer services, and implement approved monioring plan	Vincent E. Reed Mildred Cooper	7/14	6/30/78
6.9	Conduct assessment of the 1977 Summer CBC Staff Development Activities	Mildred Cooper	6/20	9/15
6.10	Secure resources for Evaluation System, arrange for computer services, collect data, process/analyze data and disseminate findings.	Vincent E. Reed Mildred Cooper	7/1	6/30/78
6.11	Review critical tasks for compliance	Vincent E. Reed Elizabeth Yancey	8/30 and 10/30	
6.12	Establish work groups to develop employee performance criteria	Claudette Helms	6/30	7/30
6.13	Submit employee performance design for approval or rejection	Stephanie Cabaniss	6/30	5/30/78
6.14	Negotiate Contracts	Mary G. Heffernan	6/1	ongoing
6.15	Conduct accelterated Step 3 Hearings to eliminate backlog	Mary G. Heffernan	6/30	9/30
6.16	Develop plan for timely upcoming Step 3 Hearings	Mary G. Heffernan	8/1	9/30
6.17	Develop plans for Specialist assistance to Region/Central Administration	Mary G. Heffernan	8/15	9/1

6. CRITICAL TASKS:

Task No.	Task	Responsible Person	Time Frame Start/Complete	
6.18	Approve pilot Labor/Management Relations training program	Vincent E. Reed	9/30	12/31
6.19	Develop comprehensive plan for the timely response to Labor/Management problems and improved Labor/Management Relations	Mary G. Heffernan	9/30	6/30/78
6.20	Inform the Board of Education on the Status of CBC	Vincent E. Reed	9/1	7/30/78
6.21	Review, revise and update mission and function statements	J. Weldon Greene Elizabeth Yancey	7/30/77	9/78

7. MONITORING PROCESS:

The Division of Planning will develop a Critical Task Network to be used by the Executive Office of the Superintendent in ascertaining the accomplishment of process objectives and critical tasks within the stated time frames through the use of progress reports and staff conferences. Where necessary, alternative atrategies employed in achieving the objectives, or modifications and revisions as required will be recorded.

8. EVALUATION:

The monitoring process will in effect provide a formative evaluation of the Action Plan. In the summative evaluation, consideration will be given to the stated resources and constraints, the application of the selected alternative, the quality of the outcomes of the process objectives, and required modifications in strategies. Data secured through the monitoring process will be used as the basis for the evaluation.

DOP

COMPETENCY-BASED CURRICULUM

Office or Region Office of State Administration

Responsible Officer Harris M. Taylor, Associate Superintendent

Submission Date July 20, 1977

Date Received by Superintendent's Office July 20, 1977

Approved Vincent E. Reed

ACTION PLAN

OBJECTIVE: The Office of Statement Administration will provide support services for the Competency-Based Curriculum.

1. PLANNING ASSUMPTIONS:

1.1 Support services for the implementation of the Competency-Based Curriculum will be provided by the Office of State Administration.

1.2 Most educational grant programs can be designed to support the installation, operation, and evaluation of the Competency-Based Curriculum.

1.3 Funding in federal grants for FY 1978 will be approximately $32,000.00.

1.4 Teacher certification will be based on established criteria supportive of promoting a Competency-Based Curriculum.

1.5 Liaison support and monitoring services will be provided on a continuum for interregional programs, special projects and events in order to assure equitable distribution of resources and services and alignment with Competency-Based Curriculum.

1.6 Equal Employment will continue to monitor and assure federal compliance with Civil Rights Legislation.

1.7 There will be a 50% increase in student membership/activity in student government organizations.

2. RESOURCES AND CONSTRAINTS:

2.1 Federal grant monies awarded to the SEA and LEA for the purpose of planning, developing and implementing educational programs and projects.

2.2 Federal guidelines; statistical reports; financial statements; USOE documents; progress reports; conference reports; recommendations from Federal Advisory Councils for Titled Projects; evaluation team reports.

2.3 Regular Budget allocations, Impact Aid monies.

2.4 Consultative assistance and leadership services provided by representative educational, cultural and business groups.

2.5 Action plans, surveys, technical guides, studies and recommendations of professional staff personnel of the Office of State Administration.

2.6 Acts of Congress; Federal and District legislation; Rules and Regulations of the Board of Education as they relate to Competency-Based Curriculum.

1. PLANNING ASSUMPTIONS (continuation)

1.8 Proposed adjunctive educational programs will be submitted and reviewed for adoption in accordance with their potential for contributing to and promoting a Competency-Based Curriculum.

1.9 Oversight/monitoring, analyzation and interpretation of Federal and District legislation will provide insights regarding the impact upon and implication for implementing a Competency-Based Curriculum.

1.10 School employees will be held accountable for performance, based upon established criteria for the evaluation of personnel.

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2. RESOURCES AND CONSTRAINTS (continuation)

2.7 All budgets must be examined and justified on the basis of the goals and priorities of the school system.

2.8 Most federal grants are categorical and must be planned within program limitations.

2.9 All budgets will be under pressure for reducation. Parts of Impact Aid and Indirect Costs are general in nature and may be used with flexibility.

2.10 Civil Rights legislation mandates that schools eliminated discrimination because of age, sex, race, religion, color or national origin.

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3. ALTERNATIVES FOR ACHIEVING OBJECTIVES:

3.1 Provide a variety of services supportive of Competency-Based Curriculum

3.2 Allocate 50% of available resources to support Competency-Based Curriculum

3.3 Designate specific staff to coordinate State Office functions with Competency-Based Curriculum activites

3.4 Provide a continuum of services supportive of the Competency-Based Curriculum

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4. SELECTED ALTERNATIVE:

4.1 Provide a continuum of services supportive of Competency-Based Curriculum

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5. PROCESS OBJECTIVES:

5.1 By 9/15/77, the Associate Superintendent and 100% of staff will identify those Competency-Based Curriculum related functions from the established Office of State Administration responsibilities in accordance with Goal II of the Superintendent's Program Mission of Competency-Based Curriculum.

5.2 By 9/30/77, 100% of the Division or Branch officers will submit to the Associate Superintendent an accountability plan establishing their priorities in support of Competency-Based Curriculum.

5.3 From September 30, 1977 to June 30, 1978, the Associate Superintendent and administrative staff will monitor for compliance with accountability plans and recommend revisions as needed.

5.4 By January 1, 1978 the Associate Superintendent will submit to the Superintendent a report indicating the status of Office of State Administration support to Competency-Based Curriculum.

5.5 From September 1, 1977 to June 30, 1978 the Branch of Intergovernmental Relations will monitor legislative proposals sensitive to and supportive of the Competency-Based Curriculum approach.

5.6 From September 1, 1977 to June 30, 1978 the Branch of Student Affairs will promote ongoing coordination of and maximize participation in inter-school, intra-school and citywide activities and programs supportive of Competency-Based Curriculum.

6. CRITICAL TASKS:

Task No.	Task	Responsible Persons	Time Frame Start/Complete	
6.1	From Sept. 1, 1977 to June 30, 1978, the Associate Supt. and the administrative staff will design, monitor and review federal educational grant programs in consonance with the Competency-Based Curriculum thrust to the degree feasible and to the extent legal in maintaining compliance with federal regulations.	Taylor, Davis, Parker, Mayronne	9/1/77	6/30/78
6.2	Carry out the Office of State Administation functions supportive of Competency-Based Curriculum under the systematic organization of management by objectives.	Taylor, Parker, Mayronne	8/15/77	6/15/78
6.3	Provide inservice training in Competency-Based Curriculum goals and the Competency-Based Curriculum instructional system.	Harris M. Taylor/Designee	8/15/77 and 9/10/77	
6.3a	Delineate those functions which can be supportive of Competency-Based Curriculum.	Carr, Davis, Kendrick	9/10/77	9/15/77
6.4	Set priorities for Competency-Based Curriculum related functions.	Carr, Davis, Kendrick	9/15/77	9/20/77
6.4a	Formulate implementation plans for Competency-Based Curriculum.	Carr, David, Kendrick	9/15/77	9/20/77
6.5	Ongoing identification of federal and private grants which may be used to support Competency-Based Curriculum.	Taylor, Davis, Himes	9/1/77	6/30/78
6.6	Monitor for revisions or recommendations the progress of Competency-Based Curriculum implementation plans.	Taylor, Administrative Staff	9/30/77	6/30/78
6.7	Submit status report to Superintendent on Competency-Based Curriculum.	Harris Taylor	1/1/78	
6.8	Review all proposals submitted for funding to determine if they support Competency-Based Curriculum.	Taylor, Davis, Administrative Staff	9/30/77	6/30/78
6.9	Conduct staff development workshops for Federal Program Directors.	Taylor, Davis, Grants Managers	9/1/77	6/30/78
6.10	Ongoing support and monitoring of student needs as related to Competency-Based Curriculum.	Hutton, Mayronne, Parker, Peck	9/1/77	6/30/78
6.11	Provide opportunities for students to discover strengths and weaknesses in communicative skills.	Hutton, Peck	9/1/77	6/30/78

(Page 5 of 5 Pages)

6. CRITICAL TASKS:

Task No.	Task	Responsible Person	Time Frame Start/Complete

7. MONITORING PROCESS:

The process objectives and critical tasks will be monitored by the Associate Superintendent through leadership/staff conferences; staff meetings, and periodic reports submitted by heads of divisions and branches.

8. EVALUATION:

The effectiveness of the selected alternative in achieving the objective will be measured by the degree to which resources of the Office of State Administration were focused on and supported Competency-Based Curriculum during SY 1977-78. Data collected through the monitoring process will be used as baseline data in addition to feedback data from the Office of Instruction.

DOP

COMPETENCY - BASED CURRICULUM

Office or Region Office of Educational Programs and Services (OEPS)

Responsible Officer Dr. Wilbur A. Millard

Submission Date July 11, 1977

Date Received by Superintendent's Office July 11, 1977

Approved Vincent E. Reed

ACTION PLAN

OBJECTIVE: Direct and supervise the implementation of the Competency-Based Curriculum in Special Education, Adult and Continuing Education, Career Development and Pupil Personnel Services.

1. PLANNING ASSUMPTIONS:

1.1 Office of Educational Programs and Services will coordinate its activities for the implementation of CBC with the Office of Instruction.

1.2 Assistant Superintendents for Careers, Adult, Special Education and Director of Pupil Personnel Services will assume responsibility for the implementation of CBC in schools and centers.

1.3 Guidelines for the utilization of support services, (i.e., psychology, social work, counseling, attendance) in the implementation of CBC will be developed by the Office of Educational Programs and Svs. in coordination with the Assistants for Educational Programs and Services in the regions subject to approval of the Regional Superintendents.

1.4 There will be an increase in the Adult Education population by 10% and Career Development by 5% for the coming school year.

1.5 There will be an increase in the work load of pupil personnel because of the impact of 94-142 including requirements for I.E.P.s for all identified children and youth.

1.6 Pupil Personnel Services will extend beyond the regular hours of the school day.

1.7 The Office of Instruction will provide additional staff development in CBC technology beyond the summer of 1977

2. RESOURCES AND CONSTRAINTS:

Resources

2.1 The Divisions of Career Development and Adult Education have developed CBC components in advance of the system-wide thrust toward CBC.

2.2 The Divisions receive additional support from interagency agreements, grant monies, etc.

Constraints

2.3 Federal legislation, including rules, requlations and guidelines, places specific restrictions on Special Education, Adult Education and Career Development.

2.4 There is a decrease in fiscal support from the system, including matching funds, creating a lack of process within the System to absorb expiring federal grant positions.

2.5 Current resources will be taxed in view of continuing problems of behavioral acting out, absenteeism, truancy and suspensions which will require coordinated interdisciplinary services involving counseling, speech and hearing, psychology and social work and a process for parental involvement and appeals

3. ALTERNATIVES FOR ACHIEVING OBJECTIVES:

3.1 Assign representation from Careers, Special Education and Adult Education to the CBC Implementation Team.

3.2 Assign members of the CBC teams to the various divisions to implement CBC within each division.

3.3 Develop and implement a plan to coordinate the curriculum and the support functions being developed in Careers, Special Education, Adult Education and Pupil Personnel Services with the existing CBC thrust.

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4. SELECTED ALTERNATIVE:

4.1 Develop and implement a plan to coordinate the curriculum and the support functions being developed in Careers, Special Education, Adult Education and Pupil Personnel Services with the existing CBC thrust.

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5. PROCESS OBJECTIVES:

5.1 Beginning September 1, 1977 each Division Head will monitor (on-going process) and evaluate by February 1 and June 1 of each year the CBC thrust within the Division.

5.2 By September 30, 1977, each Assistant Superintendent will receive from principals a CBC Action Plan compatible with thrust of the System.

5.3 Beginning September 30, 1977, each Division Head will keep an on-line data bank of available funds, personnel and non-personnel resources to implement the objectives and specify other resources needed in the development of subsequent budget pleas.

5.4 By September 30, 1977, the Division of Pupil Personnel Services will develop a model CBC teaching-counseling support role for counselors.

5.5 By October 15, 1977, each Division Head will submit an Action Plan compatible with the State Plan and CBC thrust of the System

5.6 By February 1, 1977, the Division of Pupil Personnel Services will implement a model for CBC teaching-counseling support role for counselors.

5.7 The support services within the Office of Educational Programs and Services will continue to implement and modify their assistance to the various divisions and the Office of Instruction working to fulfill the CBC objectives.

6. CRITICAL TASKS:

Task No.	Task	Responsible Person	Time Frame Start/Complete
1.	Develop Action Plan for OEPS	Dr. Millard	July 1, 1977 - July 11, 1977
2.	Maintain on-line data for programs, personnel and fiscal matters	Principals Asst. Superintendents	On-going
3.	Develop model for extending the service day of PPS	Mr. Hill	June 15, 1977 - September 1, 1977
4.	Insure all officers within a Division have command of CBC technology	Division Heads	Summer 1976 - September 1, 1977
5.	Implement P.L. 94-142	Dr. Woodson	Summer 1976 - October 1, 1977
6.	Develop CBC Action Plan for local schools	Principals	July 18, 1977 - September 30, 1977
7.	Prepare budget response for Implementation of Action Plans	Division Heads	October 1, 1977 - October 15, 1977
8.	Monitor impact of CBC planning	Division Heads	On-going
9.	Share implementation concerns with other Divisions and Office of Insturction	Division Heads	January 1, 1978 - June 15, 1978

7. MONITORING PROCESS:

1. Each Division in OEPS will be be expected to present CBC monitoring program which will clarify a process for accomplishing critical tasks in appropriate time frames.
2. As more efficient monitoring processes develop, the Action Plans will be modified along with the implementation.
3. Each Division in OEPS will receive from branch chiefs, section heads and program directors regularly submitted program monitoring reports which will include the status of pre-established performance objectives.
4. The Office of Educational Programs and Services will review at least annually the monitoring process used in the various Divisions.

8. EVALUATION:

1. Each Division of OEPS will use data obtained in the monitoring process to improve and alter program components.
2. Program evaluation will reflect the degree of completion of the goals, performance objectives, and tasks as stated by the heads of service.
3. Program evaluation will be consistent with the system-wide CBC thrust and will reflect the criteria established by the school system.

COMPETENCY-BASED CURRICULUM

Office or Region Regions I - VI

Responsible Officer Assistant Superintendents - Regions

Submission Date July 15, 1977

Date Received by Superintendent's Office July 18, 1977

Approved Vincent E. Reed

ACTION PLAN

OBJECTIVE: Direct and supervise the implementation of the Competency-Based Curriculum on the regional level.

1. PLANNING ASSUMPTIONS:

   1.1 The Office of Instruction will have the major responsibility for the development of the Competency-Based Curriculum and the training of teachers and administrators.

   1.2 There will be clarification of the roles, authority, and responsibilities of the regions and the Office of Instruction in the implementation process.

   1.3 Support services for the implementation of the Competency-Based Curriculum will be provided by appropriate central administrative offices.

   1.4 There will be appropriate curriculum materials developed and issued to all teachers in the pilot schools by October 1, 1977.

   1.5 There will be a complete set of appropriate curriculum materials developed and issued to all non-pilot and non-prototype schools by October 1, 1977.

   1.6 The Six Critical Issues will continue to be addressed by the Office of Instruction and the Regions.

   1.7 There will be a testing program consistent with the Competency-Based Curriculum.

   1.8 There will be established performance criteria for students and school personnel.

2. RESOURCES AND CONSTRAINTS

   - Resources -

   2.1 Regional Instructional Support Teams

   2.2 Peer Assistance Teachers

   2.3 Classroom and resource teachers

   2.4 Curriculum consultants

   2.5 Title I projects; reading/math

   2.6 Title IV, Part B projects; testing

   2.7 Volunteer tutors

   2.8 Local school CBC Teams

   2.9 Regional CBC teams

   - Constraints -

   2.10 Insufficient time for staff development

   2.11 Insufficient time for appropriate planning

   2.12 Inadequate fiscal and human resources

3. ALTERNATIVES FOR ACHIEVING OBJECTIVES:

3.1 Develop and put into effect a plan for directing and supervising the implementation of CBC at the regional level

3.2 Delegate the authority and responsibility for the planning and implementation of CBC at the regional level to the regional instructional support team

3.3 Utilize a composite of the local school CBC plans as the regional plan for the implementation of CBC at the regional level

4. SELECTED ALTERNATIVE:

4.1 Develop and put into effect a plan for directing and supervising the implementation of CBC at the regional level

5. PROCESS OBJECTIVES:

5.1 In accordance with guidelines established by the Division of Planning, Regional Superintendents by July 25, 1977 will submit a Regional CBC Action Plan as evidenced by an approved plan on file.

5.2 In accordance with guidelines established by the Division of Planning, principals by September 30, 1977, will submit a CBC Action Plan as evidenced by an approved plan on file in regional office.

5.3 In accordance with guidelines established by the Office of Instruction, the Assistant for Instruction by October 15, 1977, will submit a CBC Action Plan as evidenced by an approved plan on file in the regional office.

5.4 In accordance with guidelines established by the Division of Research and Evaluation, beginning September, 1977, regional superintendents will monitor the timely submission of data, and the correction of inadequacies, relative to the implementation of CBC as evidenced by reports on file in the Division of Research and Evaluation.

5.5 In accordance with guidelines established for the Peer Assistance Teachers Program, the Assistants for Instruction by October 1, 1977, will develop a plan to maximize the use of the Peer Assistance Teachers and the supervisors in providing direct support to classroom teachers as evidenced by accepted plan on file in regional office.

5. PROCESS OBJECTIVES (continuation)

5.6 In accordance with guidelines to be established, regional superintendents by October 1, 1977 will submit plans for establishing or expanding the utilization of the regional educational center as evidenced by plan on file in Superintendent's Office.

5.7 In accordance with the school system's Action Plan for Community Participation, regional superintendents will revise and implement a community participation model by September 19, 1977.

5.8 In accordance with guidelines established by the regional office, by June 15, 1978 regional superintendents will conduct an assessment of schools within the region as evidenced by reports on file in the regional office and the Superintendent's Office.

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6. CRITICAL TASKS:

Task No.	Task	Responsible Persons	Time Frame Start/Complete
6.1	Write Action Plan for Regions	Assistant Superintendent	July 15, 1977
6.2	Modify Action Plan	Assistant Superintendent	July 27, 1977
6.3	Revise community participation model and develop meeting schedule for school community groups	Assistant Superintendent	September 19, 1977
6.4	Review with principals their instructional support needs	Assistant for Instruction	September 20, 1977
6.5	Design Regional Educational Center (Teacher Center)	Assistant for Instruction	September 30, 1977
6.6	Write plan for use of PEER Teachers	Assistant for Instruction	October 1, 1977
6.7	Develop school assessment instrument	Assistant for Instruction/ Administrative Officer	October 1, 1977
6.8	Establish school assessment teams	Assistant Superintendent	October 1, 1977
6.9	Establish school assessment schedule	Assistant Superintendent	October 1, 1977
6.10	Coordinate with Management Services the timely allocation of funds	Assistant Superintendent	October 15, 1977
6.11	Review CBC Action Plans from local schools	Assistant for Instruction	October 15, 1977
6.12	Accept or reject CBC Action Plans	Assistant Superintendent	October 20, 1977
6.13	Determine critical support needs for Regional and Local School Action Plans	Assistant Superintendent	October 20, 1977
6.14	Develop on-site monitoring schedule	Assistant for Instruction	October 20, 1977
6.15	Develop regional monitoring report form	Assistant for Instruction	October 20, 1977
6.16	Monitor Local School Competency-Based Curriculum Committee	Assistant Superintendent	September 1 - June 15
6.17	Collect and disseminate CBC materials and information	Assistant for Instruction	Continuous
6.18	Monitor local school CBC reports to the Division of Research and Evaluation	Assistant for Instruction	Continuous

6. CRITICAL TASKS:

Task No.	Task	Responsible Person	Time Frame Start/Complete
6.19	Identify space for Educational Center	Administrative Officer	October 30, 1977
6.20	Develop CBC Status Report format	Assistant Superintendent	November 15, 1977
6.21	Coordinate with Division of Personnel the filling of critical positions	Assistant Superintendent	Continuous
6.22	Coordinate with Office of Instruction the collection and dissemination of CBC data	Assistant for Instruction	Continuous

7. MONITORING PROCESS:

7.1 On site visitation of schools by regional office personnel
7.2 Annual school assessments and evaluation
7.3 Regular written reports which will include states of accomplishment of process objectives
7.4 Monthly meetings with representatives from building CBC teams
7.5 Monthly conferences with Assistant for Instruction

8. EVALUATION:

Evaluation will be conducted annually to determine to what degree the pre-established process objectives were carried out. Resources and constraints will impact on the quality of outcomes. All data obtained from on-site monitoring reports, status reports and accomplishment reports will be included in the basis for the program evaluation.

COMPETENCY-BASED CURRICULUM

Office or Region: Management Services

Responsible Officer: Edward G. Winner

Submission Date: July 29, 1977

Date Received by Superintendent's Office: July 29, 1977

Approved: Vincent E. Reed

ACTION PLAN

OBJECTIVE: Provide management support services for the implementation of the Competency-Based Curriculum.

1. PLANNING ASSUMPTIONS:

1.1 Implementation of a Competency-Based Curriculum will be the major thrust of the school system during 1977-78.

1.2 There will be no additional resources (funding or personnel) through regular budget sources for FY'78.

1.3 Implementation of management support services will be governed by applicable statutes and Federal and D. C. Government regulations.

1.4 Contractual agreements with Unions will be followed.

1.5 Support personnel will actively support the Competency-Based Curriculum.

1.6 Planning within Management Services, coordinated with other offices and Divisions, will be accomplished to support Competency-Based Curriculum.

1.7 During FY'77-'78 increased demands will be placed upon Management Services.

2. RESOURCES AND CONSTRAINTS:

RESOURCES

2.1 Staff personnel of each division of Management Services - Automated Information Systems, Budget, Buildings and Grounds, Fiscal Control, Logistical Support, Personnel, and Safety and Security.

2.2 Capability to establish management analyses teams for resolution of problem areas.

2.3 Additional computer capability will be available.

CONSTRAINTS

2.4 Limited funding within regular budget, indirect cost and impact aid.

2.5 Position limitation caused by deletion of vacant positions as of January 1, 1977.

2.6. Statutes and Federal and D. C. Government regulations.

2.7 Prohibition on reprogramming for amounts in excess of $25,000.

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3. ALTERNATIVES FOR ACHIEVING OBJECTIVES:

3.1 Seek appropriate legislative action to expedite delivery of support services to local schools.

3.2 Utilize limited human resources to provide assistance in areas where needed.

3.3 Implement within existing resources a management support plan in consonance with overall Competency-Based Curriculum plan.

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4. SELECTED ALTERNATIVE:

4.1 Implement within existing resources a management support plan in consonance with overall Competency-Based Curriculum plan.

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5. PROCESS OBJECTIVES:

5.1 By October 15, 1977, based upon approved priorities, take action to redirect resources to support implementation of Competency-Based Curriculum for school year 1977-78.

5.2 By August 30, 1977, determine resources needed to support Automated Information requirements for Competency-Based Curriculum as evidenced by report to Superintendent.

5.3 By November 15, 1977, within given constraints, develop an operational plan for upgrading maintenance of equipment and facilities.

5.4 By January 30, 1978, within given constraints, develop a budgetary plan to support implementation of Competency-Based Curriculum for school year 1978-79.

5.5 By January 30, 1978, within given constraints, develop and implement a process for expediting the processing of requisitions, purchasing and delivery of textbooks, supplies and equipment.

5.6 By April 30, 1978, complete evaluative criteria for TSA employees as evidenced by Superintendent's approval.

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6. CRITICAL TASKS:

Task No.	Task	Responsible Person	Time Frame Start/Complete
1.	Redirect resources	Josefina Ordonez	8-1-77 to 10-15-77
1a.	Cost out programmatic elements of CBC	Josefina Ordonez	8-1-77 to 1-30-78
2.	Develop budgetary plan SY-78-79	Josefina Ordonez	8-1-77 to 1-30-78
3.	Develop plan for maintenance of equipment and facilities	David Huie William Bedford	8-1-77 to 11-15-77
4.	Develop revised process for Procurement	William Bedford	8-1-77 to 1-30-78
5.	Identify Automated Information requirements	Junius McCain	8-1-77 to 8-30-77
6.	Evaluative Criteria TSA	Claudette Helms	8-1-77 to 6-30-78
7.	Monitoring and Evaluation	Edward Winner	8-1-77 to 6-30-78

7. MONITORING PROCESS:

The Office of Management Services will determine the accomplishment of objectives and tasks in time frames indicated through progress reports and staff conferences.

8. EVALUATION:

Evaluation will be based upon data accrued during monitoring process in conjunction with resources and constraints.

DOP

IX. BUDGET PROCESS

THE BUDGET PROCESS AND CATEGORIES

The Division of Budget
and
The Division of Planning

STEPS IN THE BUDGET PROCESS

The basic steps in the budget process are contained in the accompanying schema. A description follows:

Step 1. *Budget Call Issued by the Superintendent*

The Superintendent calls for budget requirements from the heads of Offices and Regions in accordance with a time schedule established by the City Government.

Step 2. *Offices and Regions Develop and Submit Budget Requests to the Superintendent*

Offices and Regions prepare budget requests based on input of subordinate organizational units including the local school. Opportunities for input to the budget process are provided at each level. All submissions of budget requests in response to the budget call are made to the Superintendent of Schools through the Budget Division of the Office of Management Services.

Step 3. *The Superintendent Develops Proposed Agency Budget Estimates and Submits them to the Board of Education*

Budget submissions are considered and modified in terms of the long-range plan of the school system and the priorities of the Superintendent. The Budget Division prepares the Superintendent's budget estimates and recommendations in an approved format for submission to the Board of Education.

Step 4. *The Board of Education Revises and Approves the School Budget*

The Board of Education considers the transmitted budget estimates and recommendations, holds public hearings, revises or denies proposed changes based on policy and relative priorities for utilization of resources, and ultimately approves a final school budget prior to submitting it to the Mayor.

Step 5. *The Mayor Issues A Budget Call; Sets Budget Mark; Receives Agency Budgets; and Prepares the Total City Budget*

The Mayor notifies agency heads of the due date for agency budget estimates, considers projected city revenues, and issues a budget ceiling to agency heads. The Mayor receives agency budget requests, adjusts his recommended funding level for Public Schools in line with other agency needs and city priorities, and prepares the total city budget for transmittal to the City Council.

Step 6. *The City Council Revises and Approves the Total City Budget*

The City Council considers the transmitted total city budget estimates and recommendations in line with expected revenues, holds public hearings, modifies or denies the proposed city budget and ultimately approves a final city budget before submitting it to the President of the United States.

Step 7. *The Office of Management and Budget Incorporates the D. C. Budget Into the President's Budget*

The Office of Management and Budget incorporates the entire budget of the District of Columbia, including the school budget, into the President's annual budget request to the Congress.

Steps 8-9. *Consideration and Approval by the Congressional Committees*

The Congress receives the District of Columbia budget from the President. The D. C. Budget, including the school budget, is considered by the District Subcommittee of the House and Senate Appropriation Committees. These Subcommittees, working separately, examine the school budget in detail, hold extensive public hearings, review requested data and justifications from the school system, approve or disapprove specific budget items, and ultimately approve a total appropriation including federal support. Differences in decisions made by each Subcommittee are resolved by the Joint House-Senate Conference Committee before being referred to the full House and Senate for final approval and submission to the President of the United States.

Step 10. *The President's Signature*

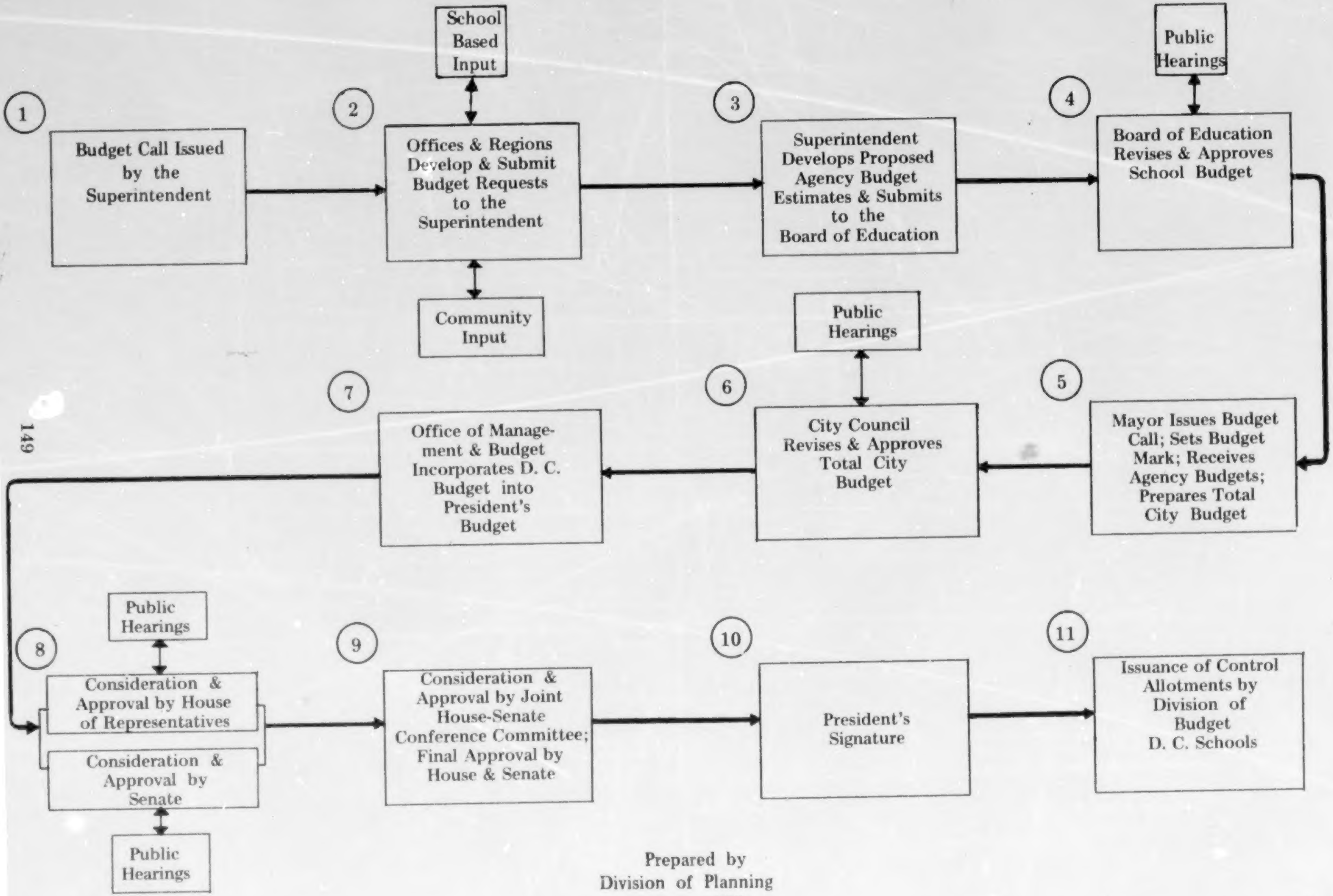
The approved D. C. Budget is submitted by Congress to the President for his signature or veto. Following the President's approval, the Office of Management and Budget formally notifies the City Government of Final Appropriations.

Step 11. *The Issuance of Control Allotments by the Division of Budget, D. C. Schools*

Upon receipt of the Final Appropriations notification from the City Government, the Budget Division, D. C. Schools, constructs control allotments to each accountable office in the Agency.

These control allotments constitute explicit authorizations to expend funds and otherwise obligate resources of the school system in accordance with the approved plan of operation. Expenditures are monitored by the Division of Fiscal Control to insure that they conform with the plan and that changes in the plan are made in accordance with established procedures.

BUDGET PROCESS


1
Budget Call Issued by the Superintendent
2
School Based Input
Offices & Regions Develop & Submit Budget Requests to the Superintendent
Community Input
3
Superintendent Develops Proposed Agency Budget Estimates & Submits to the Board of Education
4
Public Hearings
Board of Education Revises & Approves School Budget
5
Mayor Issues Budget Call; Sets Budget Mark; Receives Agency Budgets; Prepares Total City Budget
6
Public Hearings
City Council Revises & Approves Total City Budget
7
Office of Management & Budget Incorporates D. C. Budget into President's Budget
8
Public Hearings
Consideration & Approval by House of Representatives
Consideration & Approval by Senate
Public Hearings
9
Consideration & Approval by Joint House-Senate Conference Committee; Final Approval by House & Senate
10
President's Signature
11
Issuance of Control Allotments by Division of Budget D. C. Schools

Prepared by
Division of Planning
August 1977

BUDGET CATEGORIES

The operating budget of the Public Schools of the District of Columbia is organized and presented in the budget document in ten categories as follows:

Category

A — *Elementary Education*

B — *Junior High Education*

C — *Senior High Education*

D — *Career Development*

E — *Special Education*

F — *Continuing Education*

G — *Food Services*

H — *Facilities*

J — *Instructional Support*

K — *Central Services and Management*

Organizational patterns of school systems should reflect current theories and understandings about human growth and development, learning, maturation and socialization. There is a recognized need to integrate and better articulate programs within the school system combining resources in elementary, junior and senior high categories into a common budget category: Elementary-Secondary Education. This process is not complete, however, and schools will continue their present organizational patterns by levels in 1977-78.

Category A — *Elementary Education*

Elementary education is the largest program and the very heart of the school system. The major objective of elementary education is to raise the level of academic achievement of all children through the competency-based curriculum. Special emphasis will be on reading, written and oral communication, and mathematics.

Category B — *Junior High School Education*

The objective of junior high education is to expand and deepen the base of common learning begun in the elementary school program and to provide exploratory experience appropriate to the needs and interests of the junior high student.

The competency-based curriculum assumes a prominent role in the instructional program at the junior high school level, especially in the priority areas of reading, mathematics and science.

Category C — *Senior High School Education*

The objective of senior high school education is to develop skills and knowledge and prepare the student for a place in the world of work or for advanced academic study. To serve this end, the senior high schools offer a wide range of academic courses and career development opportunities which lead to certification and a diploma.

The competency-based curriculum extends along the academic continuum through grade twelve and covers, initially the areas of reading, mathematics and science. The competency-based curriculum provides for more precise measures of skill acquisition and knowledge, and facilitates the diagnostic-prescriptive procedures that are essential to individualized instruction.

Category D — *Career Development*

The objectives of this program are: to provide all students with the theoretical understanding and specialized, marketable skills required for immediate employment, and as a background for continued education in universities, technical schools, union or employer training programs; to expand the range of the present vocational programs to serve a large segment of the high school enrollment on both a full-time and part-time basis; to maintain and strengthen present vocational high school services; to expand career development services for academic high school students, and to expand and strengthen services for out-of-school youths and adults.

The Public Schools have introduced an expanded pattern of career development education. New patterns of career education are being introduced into the elementary and junior high school curricula in conjunction with other instructional areas.

Category E — *Special Education*

The objectives of special education are to provide services to handicapped children in regular classrooms or in special classes who require special attention beyond the present capacity of the regular classroom teacher, and to extend the quality and scope of services for these pupils.

Special education is continuing in the thrust of mainstreaming mildly to moderately handicapped children. The special education program serves the needs of handicapped children, permitting them to pursue their education insofar as possible in regular classrooms with their peers and where necessary providing assistance in special education classes or in institutions.

Category F -- *Continuing Education*

The objectives of continuing education are to provide improved programs and services to youths, adults, and children (in community schools), to fulfill their needs, interests, and concerns in accordance with educational, recreational, cultural, vocational, and career goals. A major feature of the program is the provision of basic and general education offerings for adults who are sixteen years of age and older, out of regular school, and who have not completed high school. Through implementation of competency-based curricula utilizing the "Adult Performance Level" tests and materials, the major objective will be accomplished.

Category G — *Central Services and Management*

Objectives of the operating divisions in this category are to provide essential support services necessary to the effective operation of the instructional programs and central management. These services include food services, personnel recruitment, processing and control; data processing, supply, warehousing, distribution, property management, transportation and equipment repair.

Category H — *Facilities*

The objective of facilities is to provide adequate work space in which to conduct the educational program and its supporting services. This Category includes the provision of custodial training, heating, ventilating and air-conditioning operations, minor building maintenance, and ground and pavement maintenance.

Category J — *Instructional Support*

At present, professional support for the educational program is provided through the Office of Instruction and the Office of Educational Programs and Services. The objectives of Instructional Support are: 1) the improvement of the quality of instruction in all D. C. Public Schools, 2) continuous staff development of all school personnel, 3) the improvement of staff performance, 4) the raising of the educational achievement of students, and 5) providing supplementary supportive services.

Category K — *Central Services and Management*

This category includes the Board of Education, the Office of the Superintendent, Deputy and Associate Superintendents, Financial Services and such special services as Labor Relations and Planning which are essentially staff functions. Also included are all central offices of every operating division.

Objectives of the functional activities in this category are policy-making and management of the Agency as an entity, management control functions, and management of Agency operations. Overall, responsibility of these units includes the establishment of Agency policy and its execution in a manner consistent with recognized standards of effective management and within the constraints of available resources.

Source: FY 1978 Operating and Capital Budgets Congressional Submission. Reports, Schedules, and Supplementary Data. Budget Division, Office of Management Services, Public Schools of the District of Columbia, March 1977.

FY 1978 Budget Requests by Category

(Congressional Submission)

Budget Categories			Amount Requested
A	—	*Elementary Education*	$ 68,774,003
B	—	*Junior High Education*	29,477,333
C	—	*Senior High Education*	21,795,859
D	—	*Career Development*	4,987,901
E	—	*Special Education*	14,469,573
F	—	*Continuing Education*	3,234,200
G	—	*Central Services*	32,843,204
H	—	*Facilities*	34,781,070
J	—	*Instructional Support*	5,714,259
K	—	*Central Management*	5,984,607
		Total	$222,062,009

Prepared by
Budget Division
August 1977

FY 1978 Budget Requests by Category
(Congressional Submission)

Budget Categories	Each $ = 1% of the Budget*
Elementary Education	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$ (31%)
Facilities	$$$$$$$$$$$$$$$$ (16%)
Central Services	$$$$$$$$$$$$$$$ (15%)
Junior High Education	$$$$$$$$$$$$$ (13%)
Senior High Education	$$$$$$$$$$ (10%)
Special Education	$$$$$$$ (7%)
Central Management	$$$ (3%)
Instructional Support	$$$ (3%)
Career Development	$$ (2%)
Continuing Education	$ (1%)

*The percentages total 101% due to rounding.

Prepared by
Division of Planning
August 1977

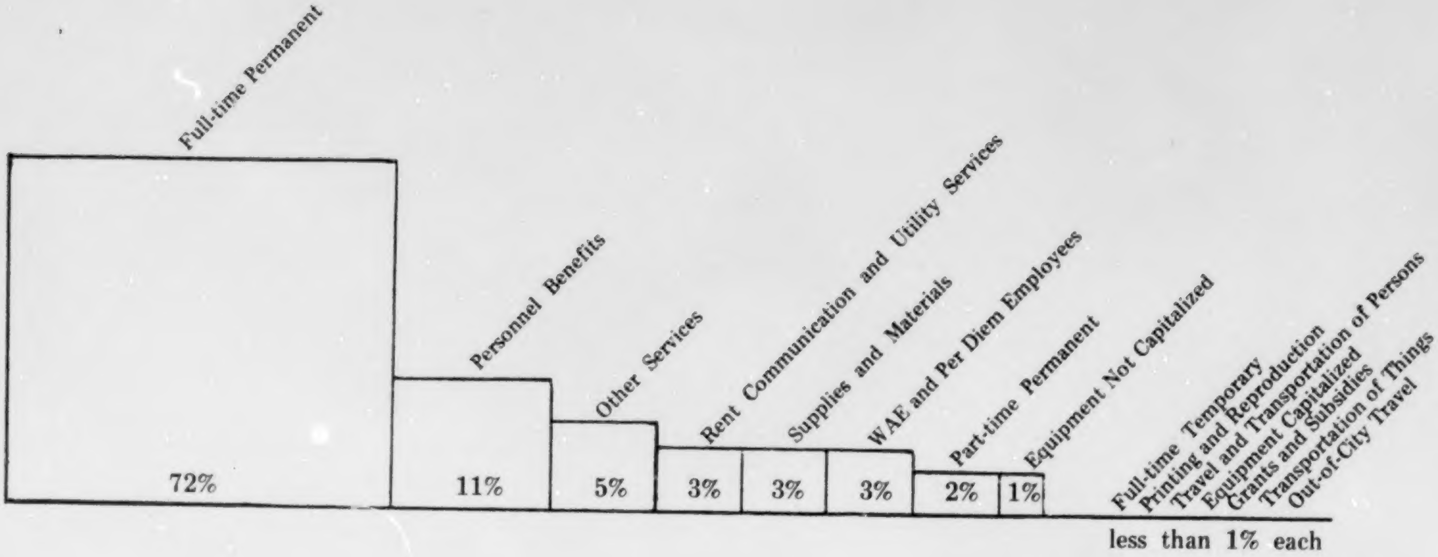
FY 1978 Budget (Congressional Submission)

Main Object Category			Position	Amount
1A	—	Full-time Permanent	9656	$159,757,232
1C	—	Part-time Permanent	(963)	4,326,035
1D	—	Full-time Temporary	(51)	744,052
1F	—	WAE and Per Diem Employees	--------	5,887,288
12	—	Personnel Benefits	--------	24,290,695
20	—	Out-of-City Travel	--------	4,200
21	—	Travel and Transportation of Persons	--------	94,149
22	—	Transportation of Things	--------	7,800
23	—	Rent Communication and Utility Services	--------	6,746,525
24	—	Printing and Reproduction	--------	141,506
25	—	Other Services	--------	11,213,647
26	—	Supplies and Materials	--------	6,055,987
31	—	Equipment Capitalized	--------	49,300
32	—	Equipment Not Capitalized	--------	2,727,093
41	—	Grants and Subsidies	--------	16,500
		Total	9656 (1014)	$222,062,009

Prepared by
Budget Division
June 1977

FY 1978 Budget (Congressional Submission)

Main Object Totals



Prepared by
Division of Planning
August 1977

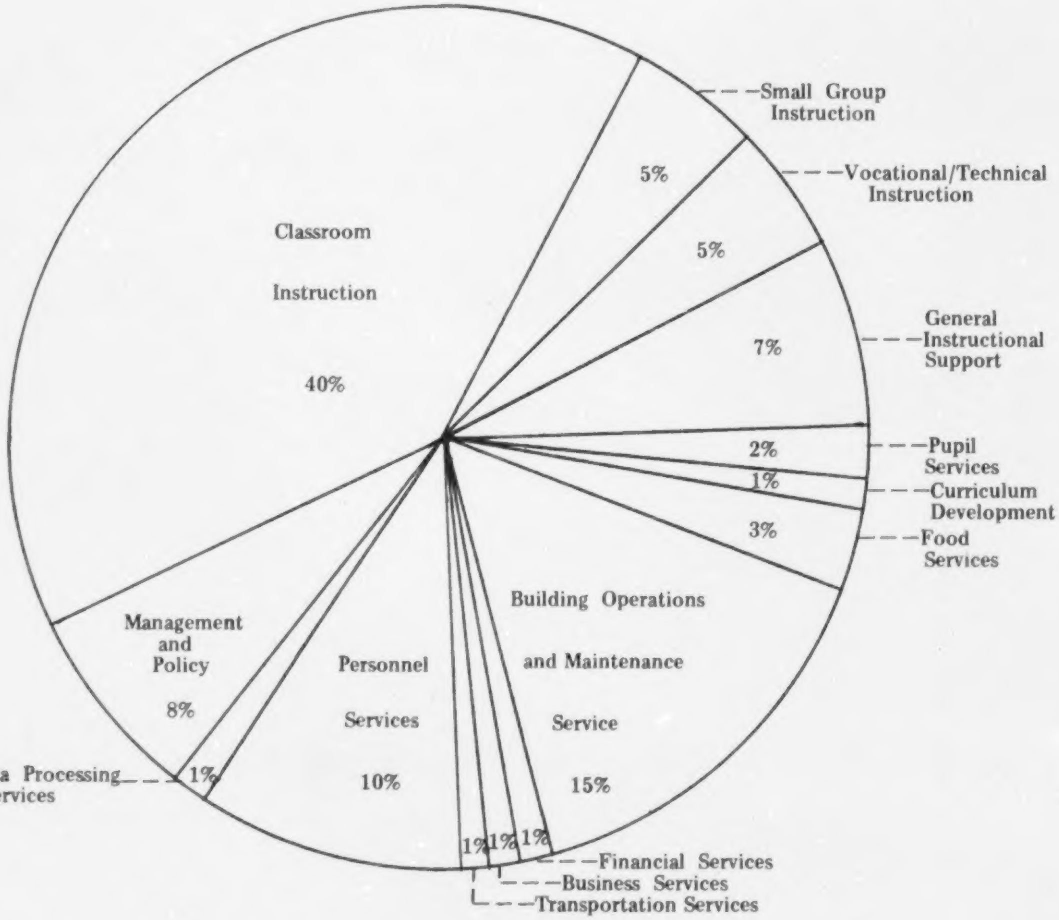
FY 1978 Budget (Congressional Submission)

Budget Subcategories	Positions	Amount
A — Classroom Instruction	4896 (29)	$ 89,180,605
B — Small Group Instruction	449	11,449,297
C — Vocational/Technical Instruction	635	11,514,281
D — General Instructional Support	734	16,080,508
G — Pupil Services	195	3,993,988
J — Curriculum Development	65	1,935,805
K — Staff Development	13	535,708
N — Food Services	4 (965)	5,926,069
P — Building Operations & Maintenance Service	1347 (20)	34,332,628
Q — Construction Services	9	174,889
R — Financial Services	81	1,291,010
S — Business Services	95	2,088,336
T — Transportation Services	140	2,153,798
U — Personnel Services	56	21,247,085
V — Data Processing Services	34	1,182,321
W — Special Services	24	565,503
X — Internal Accounts	--------	430,348
Z — Management and Policy	879	17,979,830
Totals	9656 (1,014)	$222,062,009

Prepared by
Budget Division
June 1977

FY 1978 Budget (Congressional Submission)

Budget Subcategories*



*These subcategories were each less than 1% of the budget:

- Staff Development
- Construction Services
- Special Services
- Internal Accounts

Prepared by
Division of Planning
August 1977

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FEDERAL FUNDS FY 1978

	Estimate
Department of Health, Education, and Welfare:	
Impact Aid	$ 5,507,698
ESEA Title I — Part A — Children of Low-Income Families	11,455,443
ESEA Title I — Handicapped	1,559,430
ESEA Title I — Neglected and Delinquent	434,307
ESEA Title I — State Administration	150,000
ESEA Title IV — Part B — Libraries and Learning Resources	425,141
ESEA Title IV — Part C — Innovation and Support	1,060,411
ESEA Title VI-B — Project to Project Instructional Support	726,838
ESEA Title VI-C — Good Start: Primary Program for the Exceptional Child	120,000
ESEA Title VI-C — Deaf/Blind Program	84,258
ESEA Title VI-C — State Plan Implementation	100,000
ESEA Title VI-D — Fellowships for Teachers of Handicapped	64,000
ESEA Title VII — Bilingual Program	201,466
Vocational Education Act	1,726,882
State Plan Career Education	45,000
Experience-Based Career Education Program	108,571
Howard University Teacher Corps/Portal School	75,883
Adult Education	408,613
Follow Through (Nichols Avenue — Morgan)	420,792
Follow Through Technical Assistance	8,879
Pre-School (Model — Anacostia)	1,017,574
National Institute of Education — Response to Educational Needs Project	155,514
ESAA — Basic Grant	1,990,543
ESAA — Pilot Grant	512,024
ESAA — Special Project Career Awareness and Training Program in Minority Entrepreneurship	45,000
Right to Read State Planning Program	91,000
Indo-Chinese Refugee Assistance Program	18,300
Project R.E.A.D.	53,494
ESEA Title VII — Bilingual Education State Technical Assistance	10,073
State Office of Community Education	51,467
TOTAL, Department of Health, Education and Welfare	$28,628,601
Department of Agriculture:	
Special Breakfast Program	$ 1,487,739
Non-Food Assistance Program	79,380
Special Milk Program	170,000
National School Lunch Program	1,300,000
Special Food Service Program for Children	300,000
Special Summer Feeding Program	800,000
Special Cash Assistance	4,602,805
State Administrative Costs	76,443
TOTAL, Department of Agriculture	$ 8,816,367
Department of Transportation:	
Driver Education Program	$ 75,000
TOTAL, Department of Transportation	$ 75,000
Department of Labor:	
Comprehensive Employment and Training Programs	
Work Experience Program	$ 522,042
Skills Center	379,274
Special CETA Program	481,667
Emergency Employment Act	564,504
TOTAL, Department of Labor	$ 1,947,487
GRAND TOTAL	$39,467,455

Prepared by
Division of Grants Administration
September 1977

X. MONITORING

CBC MONITORING PLAN

The Division of Research and Evaluation

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

CBC MONITORING PLAN

TASKS	Responsibility of	TIME FRAME 1977-78																																																	
		July				Aug.				Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				Mar.				Apr.				May				June				July			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Assign Task of Monitoring CBC Plan	Supt's. Office	X																																																	
2. Convene Administrative Council	Supt's. Office	X								X				X				X				X				X				X				X				X				X				X							
3. Identify Resources for Monitoring	Supt's. Office					X	X	X	X																																										
4. Develop Monitoring Plan	Division of Res. & Eval.							X	X	X	X	X	X																																						
a. Define Problem	Division of Res. & Eval. & Office of Instruction							X	X																																										
b. Develop Monthly Schedules for Offices	Division of Res. & Eval.				X				X				X				X				X				X				X				X				X				X				X				X				
c. Develop Data Files	Division of Res. & Eval.																																																		
Develop CBC School Profile for Elementary and Secondary Pilot Schools								X	X	X																																									
Develop Detailed Staffing Chart for Pilot Elementary Schools				X	X	X	X	X	X																																										
Develop Detailed Staffing Chart for Pilot Secondary Schools					X	X	X	X	X																																										
Develop Special Characteristics Chart for Pilot CBC Schools						X	X	X	X																																										
d. Develop Monitoring Form for CBC Activities in Pilot Schools	Division of Res. & Eval. Office of Instruction Regions					X	X	X	X																																										
e. Prepare Data Collection Schedule	Division of Res. & Eval.									X	X	X	X																																						
f. Maintain Coordination With Central Administration, Office of Instruction and CBC Pilot Schools	Division of Res. & Eval.					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

CBC MONITORING PLAN

TASKS	Responsibility of	TIME FRAME 1977-78																																																			
		July				Aug.				Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				Mar.				Apr.				May				June				July			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
5. CBC ACTION PLANS																																																					
A. Office of the Superintendent																																																					
Write Action Plan	Supt's. Office			X	X																																																
Conduct Assessment of 1977 Summer CBC Staff Development and Curriculum Development	Division of Res. & Eval.	X	X	X	X	X	X	X	X	X	X																																								
Review Action Plans From Offices and Regions	Division of Planning	X	X	X																																																	
Approve or Reject Action Plans	Supt's. Office		X	X	X																																																
Develop Comprehensive Education Plan (Implementation 10-31-77)	Division of Planning Office of Instruction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																																					
Disseminate Comprehensive Education Plan	Communications Branch																X	X																																			
Develop Action Plan for Community Participation (Implementation 9-15-77)	Communications Branch			X	X																																																
Develop CBC Content Validation Strategies for Language Arts/English and Science	Division of Res. & Eval.					X	X	X	X	X	X	X	X																																								
Implement the Model for CBC Content Validation for Language Arts/English and Science	Division of Res. & Eval.										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
Implement Evaluation System in 34 Elementary Schools	Division of Res. & Eval.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Secure Resources		X	X	X	X	X	X	X	X	X	X	X	X																																								
Arrange for Computer Services		X	X	X	X	X	X	X	X	X	X	X	X																																								

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

CBC MONITORING PLAN

TASKS	Responsibility of	TIME FRAME 1977-78																																																			
		July				Aug.				Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				Mar.				Apr.				May				June				July			
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Collect Data								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
Process Data	Division of Res. & Eval. DAIS																	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Analyze Data	Division of Res. & Eval.																																									X	X	X	X	X	X	X	X	X	X	X	X
Prepare Report																																																		9-1-78			
Review Critical Tasks for Compliance	Supt's. Office									X	X	X	X	X	X	X	X																																				
Develop Plan for Assistance to Regional/Central Administration	Labor Relations Branch			X	X	X	X	X	X	X																																											
Conduct Accelerated Step 3 Hearings to Eliminate Backlog	Labor Relations Branch	X	X	X	X	X	X	X	X	X	X	X	X																																								
Develop Plan for Upcoming Step 3 Hearings	Labor Relations Branch					X	X	X	X	X	X	X	X																																								
Approve Pilot Labor Management Relations Training Program (Implementation 1-1-78)	Labor Relations Branch									X	X	X	X	X	X	X	X																																				
Submit Employee Performance Design for Approval or Rejection	Supt's. Office	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
Negotiate Contracts With Unions	Labor Relations Branch	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
Develop Comprehensive Plan for Responses to Labor Management Relations Training Program	Labor Relations Branch									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
B. Regional Offices																																																					
Write Action Plan	Regions			X	X																																																

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

CBC MONITORING PLAN

TASKS	Responsibility of	TIME FRAME 1977-78																																																			
		July				Aug.				Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				Mar.				Apr.				May				June				July			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Develop Community Participation Model and Meeting Schedule for Community Groups	Regions					X	X	X	X	X	X																																										
Review Instructional Needs With Principals	Regions									X	X	X																																									
Write Plan for Peer Teachers	Regions									X	X	X	X	X																																							
Develop School Assessment Instrument	Regions									X	X	X	X	X																																							
Establish School Assessment Teams and Schedule	Regions									X	X	X	X	X																																							
Develop On-Site Monitoring Schedule and Monitoring Report Form (Regional Monitoring)	Regions													X	X	X																																					
Develop Form for CBC Status Format (Regional Monitoring)	Regions																	X	X																																		
Design Regional Educational Center	Regions									X	X	X	X																																								
Coordinate Allocation of Funds and Filling of Critical Positions	Regions & Office of Mgmt. Services									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
Review, Accept, or Reject CBC Local School Plans	Regions													X	X	X																																					
Determine Support Needs for Local Schools and Regions	Regions													X	X	X																																					
Identify Space for Educational Center	Regions													X	X	X	X																																				
Collect and Coordinate the Dissemination of CBC Data, Materials, and Information	Regions & Office of Instruction									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

CBC MONITORING PLAN

TASKS	Responsibility of	TIME FRAME 1977-78																																																	
		July				Aug.				Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				Mar.				Apr.				May				June				July			
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C. Office of Management Services																																																					
Write Action Plan	Office of Mgmt. Services			X	X																																																
Redirect Resources	Budget Division					X	X	X	X	X	X	X	X	X	X	X	X	X	X																																		
Cost Out Programmatic Elements of CBC	Budget Division					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																												
Develop Budgetary Plan SY 78-79	Budget Division					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																												
Develop Plan for Maintenance of Equipment & Facilities	Logistical Support Div. Bldgs. & Grounds					X	X	X	X	X	X	X	X	X	X	X	X																																				
Develop Revised Process for Procurement	Logistical Support Division					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																								
Identify Automated Information Requirements	DAIS	X	X	X	X																																																
Evaluative Criteria — TSA Employees	Personnel Division					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
D. Office of Educational Programs and Services																																																					
Write Action Plan	Office of Educational Programs and Services			X	X																																																
Develop Model for Extending Service Day of Pupil Personnel Services	Division of Pupil Personnel Services	X	X	X	X	X	X	X	X	X																																											
Insure All Offices Within a Division Command of CBC Technology	Division Heads	X	X	X	X	X	X	X	X	X																																											
Implement P.L. 94-142	Division of Special Education	X	X	X	X	X	X	X	X	X	X	X	X	X																																							

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

CBC MONITORING PLAN

TASKS	Responsibility of	TIME FRAME 1977-78																																																			
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D. Office of Educational Programs and Services Cont.																																																					
Develop CBC Action Plan for Local Schools	Principals	X	X	X	X	X	X	X	X	X	X	X	X																																								
Prepare Budget Response for Implementation of Action Plans	Division Heads													X	X																																						
Share Implementation Concerns With Other Divisions and Office of Instruction	Division Heads																									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
E. Office of State Administration																																																					
Write Action Plan	Office of State Administration			X	X																																																
Provide for In-service Training of CBC Goals and CBC Instructional System	Office of State Administration							X	X	X	X																																										
Delineate Functions Which Support CBC	Division of Grants Adm. — EEO Branch, Certif. Branch										X	X																																									
Set Priorities for CBC Functions	Division of Grants Adm. — EEO Branch, Certif. Branch										X	X																																									
Formulate CBC Implementation Plans	Division of Grants Adm. — EEO Branch, Certif. Branch										X	X																																									
Submit Status Report to Superintendent on CBC	Office of State Administration																									X	X																										
Carry Out Administrative Functions Supportive of CBC Under Management by Objectives	Office of State Administration										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

CBC MONITORING PLAN

TASKS	Responsibility of	TIME FRAME 1977-78																																																	
		July				Aug.				Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				Mar.				Apr.				May				June				July			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
E. Office of State Administration Cont.																																																					
Identification of Federal and Private Grants to Support CBC	Division of Grants Administration									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
Review Proposals to Determine Support of CBC	Division of Grants Administration									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
Conduct Staff Development Workshops for Federal Program Directors	Division of Grants Administration									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
Provide Opportunities to Discover Students' Strengths and Weaknesses in Communication Skills	Interregional Support Branch									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
F. Office of Instruction																																																					
Establish and Make Operational CBC Center	Office of Instruction									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	9-1-78			
Implement Predictive Validation in Reading and Mathematics	Office of Instruction									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7-1-78			
Implement Content Validation in Priority Areas	Office of Instruction Division of Res. & Eval.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X												
Provide Staff Development for Curriculum Validation Process	Office of Instruction Division of Res. & Eval.									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																
Define Role and Functions of CBC Implementation Team (Pilot Schools)	Office of Instruction									X	X	X	X	X	X	X	X	X	X	X	X																																
Provide Staff Development for Pilot School Personnel	CBC Center													X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7-1-78			
Revise Curriculum in Priority Areas Based Upon Results of Validation	CBC Center									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7-1-78			

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

CBC MONITORING PLAN

TASKS	Responsibility of	TIME FRAME 1977-78																																																			
		July				Aug.				Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				Mar.				Apr.				May				June				July			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
F. Office of Instruction Cont.																																																					
Provide Technical Assistance to Regional Instruction Personnel	CBC Center													X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7-1-78			
Provide Staff Development in CBC Technology for Personnel	CBC Center													X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
Complete Development of Curriculum in Priority Areas	CBC Center									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7-1-78			
Delineate Student Competencies	CBC Center									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	9-1-79			
Provide Staff Development for Year of Commitment and Understanding	CBC Center									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
Develop and Implement Review Procedures for Curriculum	Office of Instruction									X	X	X	X	X	X	X	X																																				
Design a Cooperative Model With Regional Instructional Personnel for the Delivery of Classroom Support Services	Office of Instruction													X	X	X	X	X	X	X	X																																
Design and Implement Plans for Utilization of Exemplary Practices of Classroom Teachers	Office of Instruction													X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7-1-78			
Delineate Role and Functions of Prototype Schools	CBC Center													X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																								
Review All Curriculum and All Proposals for CBC Compliance	Office of Instruction CBC Center									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7-1-78			
Develop Instructional Materials Selection Process	Office of Instruction																	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																				
Develop Plan for the Six Critical Issues of Competency-Based Education (CBE)	Office of Instruction & Regions									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	6-1-80			
Provide Staff Development for Year of Implementation	CBC Center																																													X	X	X	X	8-1-78			

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

CBC MONITORING PLAN

TASKS	Responsibility of	TIME FRAME 1977-78																																																	
		July				Aug.				Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				Mar.				Apr.				May				June				July			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
F. Office of Instruction Cont.																																																					
Develop Plan for Helping Students Use the CBC Methodology in Developmental Skills	CBC Center									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7-1-78			
6. Monitoring CBC for Progress and Implementation Within Offices/Divisions	Supt's. Office Regions Office of Mgmt. Services Office of Educational Programs & Services Office of State Admin. Office of Instruction									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
7. Analyze Data	Division of Res. & Eval.									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
8. Preliminary Draft	Division of Res. & Eval.																																									X	X	X	X	X	X	X	X				
9. Report to Superintendent	Division of Res. & Eval.																																																X				

Strategies Prepared by:
Division of Research and Evaluation
September 22, 1977

XI. GLOSSARY

GLOSSARY

GLOSSARY

ACTION PLAN:	A projection of what is to be accomplished to reach stated goals; key components include: planning assumptions, resources and constraints, alternatives, selected alternatives, process objectives, critical tasks with time lines and responsible officers, monitoring process, and evaluation.
AFFECTIVE BEHAVIORS:	Emotional competencies which indicate the degree to which interests, attitudes, and values are present, and subsequently, the changes in direction and intensity which result from instruction.
ALTERNATIVES:	Optional means of achieving a stated objective.
ASSESSMENT TASK:	An appraisal or measurement of student performance against specific criteria which are stated in behavioral objectives.
BEHAVIORAL OBJECTIVES:	Statements of expected student performance, which include (1) description of the target audience, (2) action verb (what the student is to do), (3) conditions under which action is to be done, and (4) criteria or the acceptable level of performance.
BUDGET CATEGORY:	The first level or division of the budget structure.
BUDGET SUBCATEGORY:	The second level or subdivision of the budget structure.
COGNITIVE SKILLS:	Mental competencies which deal with the development of intellectual abilities such as visual memory, auditory memory, reasoning ability, and sequential processing.
COMPETENCY:	The demonstrated ability of an individual to perform a task at a required or specified level of proficiency.
COMPETENCY-BASED CURRICULUM (CBC):	An individualized, progressive, sequential instructional program based on the use of specific behavioral objectives for which criterion levels of performance have been established.
COORDINATING TEAM FOR CBC:	The team having immediate responsibility for providing overall leadership and direction for the system-wide CBC thrust.
CONSTRAINT:	An anticipated problem which may make it impossible to achieve stated objectives.
CONTINUUM:	An orderly, planned sequence of events or experiences.

CRITERION-REFERENCED TEST:	Measures designed to provide information on the specific knowledge or skills possessed by a student. Test results indicate whether or not an acceptable level of performance was demonstrated for each objective of instruction.
DEMOGRAPHIC DATA:	Information pertaining to characteristics of individuals (such as age, sex, ethnic background, or income level) or groups (such as birth, death, or mobility rates of a population).
EVALUATION:	The process of using data collected by various forms of measurement or assessment to judge or make decisions about the merit or worth of an educational program or operation.
EXEMPLARY CLASSROOMS:	Classrooms in which management practices reflect the CBC philosophy through the use of media, scheduling, grouping, teaching styles, learning styles and the collection of assessment data.
FY:	Fiscal Year, the accounting period for budgeting and budget execution. For example, FY '78 begins October 1, 1977 and ends September 30, 1978.
FORMATIVE EVALUATION:	A label coined by Scriven (1967) to refer to the internal evaluation of a program, usually undertaken as part of the development process, in which different aspects of the evaluation (instruments, treatments) may be modified before final evaluation of the program occurs.
FUNCTION:	A collection of required jobs or tasks necessary to achieve a specified objective or bring about a given product or outcome; related outcomes contributing to the accomplishment of mission objectives.
GOALS:	Ends toward which any agency or person performs work or renders service; statements of purpose or ultimate outcomes, a perception of an ideal.
GRADE EQUIVALENT SCORE:	A derived score which is expressed as the grade placement of those pupils for whom a given score was average. For example, a grade equivalent score of 7.3 indicates average performance for pupils in the third month of the seventh grade.
GUIDEPOST:	A definable point along a continuum which identifies a performance task or set of tasks to be completed, a milestone, benchmark, checkpoint, event or level of achievement.
HIERARCHY:	A sequence of objectives, arranged from simple to complex, into a series of instructional systems which, when mastered in sequence, lead to the mastery of a specific terminal skill.

IMPLEMENTATION TEAM FOR CBC:	The team responsible for facilitating instructional activities relative to CBC, as well as mobilizing school system expertise and resources at the city-wide, regional, and local school levels.
INSTRUCTIONAL GOAL:	A central purpose in teaching-learning or an overall terminal focus to be distinguished from an objective by having greater breadth or scope.
INSTRUCTIONAL LEARNING ACTIVITIES:	Ways specified by teachers in which students are able to acquire and practice the behavior that is specified in an objective.
INSTRUCTIONAL MANAGEMENT TEAM FOR CBC:	The team having the primary responsibility for providing a direct liaison between the Coordinating Team and the Regions by providing instructional leadership to the Implementation Team.
INSTRUCTIONAL SUPPORT TEAM FOR CBC:	The team providing city-wide leadership in subject matter areas and having immediate responsibility for developing team approaches to improve the quality of teaching-learning in the classroom.
INSTRUCTIONAL SYSTEM:	An objective or hierarchy of objectives (systems within systems) with accompanying learning activities and assessment tasks which are in performance agreement with each other.
INSTRUCTIONAL TRIAD:	A single instructional system, consisting of one behavioral objective, at least two learning activities, and at least three assessment tasks, which are all in performance agreement.
LARGE CITY NORMS:	A description of the test performance of a sample chosen to represent students from cities with the largest populations.
MARKETABLE SKILL:	A salable competency desired in the marketplace.
MASTERY:	The possession or display of thorough knowledge and proficient skill in performing a task.
MEAN:	The average score for a group; equals the sum of scores divided by the number of scores.
MEDIAN:	That point in a distribution of scores above and below which there are an equal number of scores; identical with the 50th percentile.
MISSION:	A broad and comprehensive statement of an overall job — a product, completed services, or a change in conditions — that must be accomplished.
MISSION OBJECTIVE:	A precise statement expressed in performance terms which qualify the outcome of a mission.

MODE:	That score or value that occurs most frequently in a distribution of scores.
MONITORING:	The process of securing and transmitting information that indicates the status of process objectives, critical tasks and outcomes.
NATIONAL NORM:	A description of the test performance of a group of students which was carefully selected to represent the total U. S. population with proportional representation of geographic, region, community type, and demographic characteristics.
NEED:	A deficiency or problem which when identified through an assessment procedure requires appropriate attention and action.
NEEDS ASSESSMENT:	A formal process for collecting and analyzing data which identifies and documents discrepancies between "what is" and "what should be."
NORM:	A frame of reference for interpreting achievement scores based upon the performance of a sample group of students.
NORMAL CURVE EQUIVALENT:	An equal interval percentile scale with a range of 1 through 99, a mean of 50, and a standard deviation of 21.06.
NORM-REFERENCED TEST:	A standardized measure used to ascertain an individual's performance in relationship to others who have taken the test permitting relative comparisons among individuals.
PERCEIVED NEED:	Concerns based upon the opinion of respondents in an assessment process.
PERCENTILE RANK:	The number which represents the percentage of cases in a comparison group which achieved scores lower than the one cited. For example, a Percentile Rank of 63 is that point below which 63 percent of the cases fall.
PERFORMANCE AGREEMENT:	The condition which exists in a valid instructional triad, in that the action which is specified in the objective is taught in the activities and assessed in the assessment tasks.
PHILOSOPHY:	An expression of fundamental beliefs concerning the role of the school system in the community.
PILOT SCHOOLS:	Those schools which serve as sites for the field testing of curriculum materials.
PLANNING:	The process of identifying the overall, long-range goals, priorities and objectives of an organization, and formulating various courses of action to be followed in working toward achieving those goals, priorities and objectives.

PLANNING ASSUMPTION:	A statement of conditions which establishes limitations for planning activities.
PROCESS OBJECTIVES:	Statements that specify in measurable terms the activities to be accomplished in meeting organizational goals.
PROFICIENCY LEVEL:	The level of student achievement as measured by systemwide criterion-referenced tests administered to students at specified checkpoints along the pre-kindergarten through 12th grade instructional continuum.
PROTOTYPE SCHOOL:	A school implementing CBC using validated curriculum materials which serves as a visiting and observation site.
PRIORITIES:	A set of statements which have been ranked according to their relative importance.
PSYCHOMOTOR SKILLS:	Motor competencies requiring manipulation of an object, the operation of a tool to produce a product, or a specified body movement for a physical routine.
QUARTILES:	Points on a scale of scores which mark the division of the scores into four equal parts. For example, the first quartile is the point below which 25 percent of the scores lie, and the third quartile marks the point below which three-fourths of the scores lie.
RANK ORDER SCALE:	Scores arranged in order, with the best or highest labeled "1", the next "2", etc. In the case of a tie, the average rank must be assigned. For example, if two cases tie for third place, both cases rank 3.5.
RESOURCE:	Money, people, facilities, time, materials, or anything else used by the education system for accomplishing its objectives.
SAMPLE:	A subset of students systematically drawn from a larger set or population of students.
SCALE:	A number system with equally spaced points.
SY:	School Year, the nine month school term. For example, SY '78 begins in September, 1977 and ends in June, 1978.
SKILLS:	Abilities acquired by observation, study or experience in mental, emotional, and/or physical performance.
SOCIOECONOMIC DATA:	Information pertaining to social and economic factors; as used in education usually includes measures such as occupation level, education level, kind of residence, amount of income, source of income, and dwelling area.

STANDARDIZED TEST:	A test composed of a systematic sampling of behavior, having data on reliability and validity, administered and scored according to specific instructions.
STATISTICAL SIGNIFICANCE:	A statement of probability that a measured outcome or change could have occurred by chance. Significance levels are usually established at the 5% (alpha less than 0.05) level or the 1% (alpha less than 0.01) level.
SUMMATIVE EVALUATION:	A label coined by Scriven (1967) to refer to the evaluation which determines whether a fully developed program has met its objectives more successfully than alternative programs or no program.
SYSTEM GOAL:	A broad statement of purpose, organization-wide in scope, which identifies the ideals toward which the school system strives.
SUPPORT SERVICE PLAN:	The strategies developed by a unit within the school system to implement the goals and priorities of that system.
TASKS:	Activities which have a common purpose or are directed toward some specific product or final result.

APPENDICES

NEEDS ASSESSMENT

APPENDICES

GOAL SETTING AND NEEDS ASSESSMENT

APPENDIX A

Instructional Goals

Public Schools of the District of Columbia

INSTRUCTIONAL GOALS*

Public Schools of the District of Columbia
(These are not in any order of importance.)

1. A COMMAND OF FUNDAMENTAL COMMUNICATION SKILLS. . .
    a. The ability to listen purposefully and attentively
    b. Skills in oral and written communication for effective self-expression
    c. Skills in interpreting non-verbal communication
    d. Reading skills for the comprehension of word meanings
    e. Skills in deriving meanings from non-print media
    f. Language skills to help meet personal and social needs in human relationships.

2. A COMMAND OF THE SKILLS THAT CONSTITUTE MATHEMATICAL LITERACY. . .
    a. Computational skills
    b. Analytical skills
    c. Problem-solving skills
    d. Measurement skills.

3. THE ABILITY TO THINK CRITICALLY, CONSTRUCTIVELY AND CREATIVELY. . .
    a. Skills in collecting and interpreting
    b. Skills in creative self-expression
    c. Skills to think insightfully and proceed logically.

4. THE ABILITY TO RELATE KNOWLEDGE AND CAPABILITIES TO ADULT NEEDS AND ASPIRATIONS. . .
    a. Positive and realistic self-concepts
    b. Sensitivity to the importance of acquiring and developing one's capabilities to the fullest
    c. Attitudes and skills that allow for the realization of adult aspirations.

5. THE SKILLS AND ATTITUDES NECESSARY TO PLANNING ONE'S FUTURE. . .
    a. An awareness of the changing nature of society
    b. Skills necessary for functioning effectively in the future
    c. Competency to set realistic priorities for everyday living.

6. THE ATTITUDES AND SELF-DISCIPLINE NECESSARY TO MEET EVERYDAY SITUATIONS REALISTICALLY. . .
    a. Recognition of responsibility to self, family, and community
    b. Skills to identify and make realistic selections among feasible alternatives.

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*These are the goal statements prepared by the Office of Instruction as they appeared prior to changes recommended at community meetings.

7. THE KNOWLEDGE, APPRECIATION AND UNDERSTANDING OF LITERATURE AND THE VISUAL AND PERFORMING ARTS. . .

   a. Knowledge of the contributions of various ethnic groups to the art and literature of our country
   b. A world view of the human condition through examination of representative contributors to the areas of art, literature, and music.

8. A COMMAND OF THE SKILLS THAT PROMOTE SOUND PHYSICAL, MENTAL AND EMOTIONAL HEALTH. . .

   a. Knowledge of the practices that promote physical and mental well-being
   b. A personal program to maintain optimum mental, emotional and physical fitness
   c. An awareness that the interaction of mental, physical, and emotional factors influences one's total well-being.

9. AN UNDERSTANDING AND APPRECIATION OF INTERGROUP RELATIONSHIPS AND ACCEPTANCE OF RESPONSIBILITY WITHIN THE GROUP. . .

   a. An awareness of the processes of group relationships
   b. A cooperative attitude toward living and working with others
   c. Respect for minority opinions and acceptance of majority decisions
   d. Appreciation and respect for the worth and dignity of individuals
   e. An awareness of the interdependence of members of the group.

10. KNOWLEDGE OF GOVERNMENTAL PROCESSES AND THE IMPLICATIONS OF CHANGING POLITICAL TIMES. . .

    a. Skills to interpret the purposes, principles, structure and changing relationships among the components of government
    b. Skills to analyze the sources of power and their influence upon the operation of government
    c. Skills to utilize knowledge about governmental functions and services for the well-being of the individual
    d. Skills to assume the duties, responsibilities and rights of citizens.

11. THE ABILITY TO DEMONSTRATE UNDERSTANDING OF THE CULTURAL, ECONOMIC, AND POLITICAL BACKGROUNDS OF THE PEOPLES AND NATIONS OF THE WORLD AND THEIR INTERRELATIONSHIPS. . .

    a. Relate the roles and contributions of ethnic and minority groups to our nation's growth and progress
    b. Describe the impact of the geographic, political, social, cultural factors and historical events that have shaped the lives of people
    c. Describe the interdependence of races, creeds, nations and cultures.

12. THE ABILITY TO DEMONSTRATE THE UNDERSTANDING OF THE NEED FOR THE ATTAINMENT OF MARKETABLE SKILLS WHICH LEAD TO ECONOMIC INDEPENDENCE. . .

   a. A system for continuous examination of personal goals and life styles to ascertain their contributions towards economic independence
   b. An appreciation and respect for the dignity of work
   c. Marketable skills needed for economic independence.

13. A COMMAND OF THE ANALYTICAL SKILLS WHICH LEAD TO SOUND CONSUMER PRACTICES. . .

   a. An understanding of economic principles
   b. Competencies in the management of money on short and/or long term bases
   c. An ability to collect information, identify choices, and make thoughtful purchase decisions.

14. THE ABILITY TO USE LEISURE TIME WISELY AND CONSTRUCTIVELY. . .

   a. Skills in reading for pleasure and recreation
   b. The ability to participate in life time sports, as a spectator or team member
   c. Creative channels for hobby and avocation activities
   d. Creative and inventive abilities in leisure time activities.

APPENDIX B

Goal Rating Summaries

Regional and Central Administration Meetings

Notes on APPENDIX B

Modifications in Goal Statements

As indicated in the text of this report, each meeting had the opportunity to revise the original goal statements. The summaries contained in this appendix include the modifications in major goal statements that were made at each of the meetings and the additional goal statements that were added.

Number of Small Groups

The number of small groups in attendance at these meetings was actually larger in some cases than the number reported in these summaries. This is due to the fact that some small groups did not use the proper number of discs (points) allotted to the goal assessment process, and would have, if their totals had been included, tended to defeat the purpose of the goal setting process. Therefore, small group reports that deviated from the allotted number of points by more than two were rejected.

Meeting: Central Administration

Number of Small Groups: 7

Goal	Mean	Rank
1. A command of fundamental communication skills.	5.00	1
2. A command of the skills that constitute mathematical and scientific literacy.	4.14	2
3. The ability to think critically, constructively and creatively.	3.71	3
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	1.57	11
5. The skills and attitudes necessary to planning one's future.	2.29	6
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.00	5
7. The knowledge, understanding and interpretation of literature and the visual and performing arts.	1.43	13
8. A command of the skills that promote sound physical, mental and emotional health.	3.14	4
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.00	9
10. Knowledge of governmental processes and the implications of changing political times.	1.57	11
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.71	10
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	2.29	6
13. A command of the analytical skills which lead to sound consumer practices.	2.14	8
14. The ability to use leisure time wisely and constructively.	1.29	14
15.		

Meeting: Region 1, Meeting 1

Number of Small Groups: 9

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.89	1
2. A command of the skills that constitute mathematical literacy.	3.78	2
3. The ability to think critically, constructively and creatively.	3.78	2
4. The ability to relate knowledge and capabilities to needs and aspirations.	2.78	6
5. The skills and attitudes necessary to planning one's future.	2.44	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.33	5
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.44	14
8. A command of the skills that promote sound physical, mental and emotional health.	3.44	4
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.11	9
10. Knowledge of governmental processes and the implications of changing political times.	1.67	11
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.67	11
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	2.22	8
13. A command of the analytical skills which lead to sound consumer practices.	1.89	10
14. The ability to use leisure time wisely and constructively.	1.67	11
15. Ability to use basic concepts in science and apply them to everyday life.	1.33	15

Meeting: Region 1, Meeting 2

Number of Small Groups: 19

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.63	1
2. A command of the skills that constitute mathematical literacy.	3.84	3
3. The ability to think critically, constructively and creatively.	3.89	2
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	1.53	11
5. The skills and attitudes necessary to planning one's future.	2.32	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.53	5
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	0.89	14
8. A command of the skills that promote sound physical, mental and emotional health.	3.68	4
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.84	6
10. Knowledge of governmental processes and the implications of changing political times.	1.26	13
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.84	8
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	1.63	10
13. A command of the analytical skills which lead to sound consumer practices.	1.37	12
14. The ability to use leisure time wisely and constructively.	1.68	9
15.		

Meeting: Region 1 (Total)

Number of Small Groups: 28

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.71	1
2. A command of the skills that constitute mathematical literacy.	3.82	3
3. The ability to think critically, constructively and creatively.	3.86	2
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	1.93	8
5. The skills and attitudes necessary to planning one's future.	2.36	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.46	5
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.07	14
8. A command of the skills that promote sound physical, mental and emotional health.	3.61	4
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.61	6
10. Knowledge of governmental processes and the implications of changing political times.	1.39	13
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.79	10
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	1.82	9
13. A command of the analytical skills which lead to sound consumer practices.	1.54	12
14. The ability to use leisure time wisely and constructively.	1.68	11
15.		

Meeting: Region 2, Meeting 1

Number of Small Groups: 14

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.93	1
2. A command of the skills that constitute mathematical literacy.	4.00	2
3. The ability to think critically, constructively and creatively.	3.79	3
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	1.57	14
5. The skills and attitudes necessary to planning one's future.	1.79	11
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	2.71	5
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	2.43	7
8. A command of the skills that promote sound physical, mental and emotional health.	2.86	4
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.50	6
10. Knowledge of governmental processes and the implications of changing political times.	1.64	12
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	2.00	10
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	2.36	8
13. A command of the analytical skills which lead to sound consumer practices.	1.64	12
14. The ability to use leisure time wisely and constructively.	1.57	14
15. An ability to understand and apply knowledge from science and technology.	2.14	9

Meeting: Region 2, Meeting 2

Number of Small Groups: 12

Goal	Mean	Rank
1. A command of fundamental communication skills in reading, writing, speaking, and listening.	4.67	1
2. A command of the skills that constitute mathematical literacy.	4.08	2
3. The ability to think critically, constructively and creatively.	4.00	3
4. The ability to relate knowledge and capabilities to one's needs and aspirations throughout life.	1.92	10
5. The skills and attitudes necessary to planning one's future.	2.08	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	2.67	5
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.25	14
8. A command of the skills that promote sound physical, mental and emotional health.	2.75	4
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.42	6
10. Knowledge of governmental processes and the implications of changing political times.	1.67	13
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.75	11
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	2.00	8
13. A command of the analytical skills which lead to sound consumer practices.	2.00	8
14. The ability to use leisure time wisely and constructively.	1.75	11
15.		

Meeting: Region 2 (Total)

Number of Small Groups: 26

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.81	1
2. A command of the skills that constitute mathematical literacy.	4.04	2
3. The ability to think critically, constructively and creatively.	3.88	3
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	1.73	12
5. The skills and attitudes necessary to planning one's future.	1.92	8
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	2.69	5
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.88	9
8. A command of the skills that promote sound physical, mental and emotional health.	2.81	4
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.46	6
10. Knowledge of governmental processes and the implications of changing political times.	1.65	13
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.88	9
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	2.19	7
13. A command of the analytical skills which lead to sound consumer practices.	1.81	11
14. The ability to use leisure time wisely and constructively.	1.65	13
15.		

Meeting: Region 3, Meeting 1

Number of Small Groups: 16

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.56	1
2. A command of the skills that constitute mathematical literacy.	3.50	4
3. The ability to think critically, constructively and creatively.	3.56	3
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	1.88	9
5. The skills and attitudes necessary to planning one's future.	2.31	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.50	4
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.00	14
8. A command of the skills that promote sound physical, mental and emotional health.	3.63	2
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	3.25	6
10. Knowledge of governmental processes and the implications of changing political times.	1.25	12
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.25	12
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	2.19	8
13. A command of the analytical skills which lead to sound consumer practices.	1.50	11
14. The ability to use leisure time wisely and constructively.	1.69	10
15.		

Meeting: Region 3, Meeting 2

Number of Small Groups: 16

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.75	1
2. A command of the skills that constitute mathematical literacy.	3.31	2
3. The ability to think critically, constructively and creatively.	3.06	4
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	2.19	8
5. The skills and attitudes necessary to planning one's future.	2.06	9
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.31	2
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.00	14
8. A command of the skills that promote sound physical, mental and emotional health.	3.00	5
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.75	6
10. Knowledge of governmental processes and the implications of changing political times.	1.94	10
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.25	13
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	1.69	11
13. A command of the analytical skills which lead to sound consumer practices.	2.44	7
14. The ability to use leisure time wisely and constructively.	1.63	12
15.		

Meeting: Region 3 (Total)

Number of Small Groups: 32

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.66	1
2. A command of the skills that constitute mathematical literacy.	3.41	2
3. The ability to think critically, constructively and creatively.	3.31	4
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	2.03	8
5. The skills and attitudes necessary to planning one's future.	2.19	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.41	2
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.00	14
8. A command of the skills that promote sound physical, mental and emotional health.	3.31	4
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	3.00	6
10. Knowledge of governmental processes and the implications of changing political times.	1.59	12
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.25	13
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	1.94	10
13. A command of the analytical skills which lead to sound consumer practices.	1.97	9
14. The ability to use leisure time wisely and constructively.	1.66	11
15.		

Meeting: Region 4, Meeting 1

Number of Small Groups: 16

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.94	1
2. A command of the skills that constitute mathematical literacy.	3.81	4
3. The ability to think critically, constructively and creatively.	4.06	2
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	2.00	8
5. The skills and attitudes necessary to planning one's future.	2.13	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	4.00	3
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.19	14
8. A command of the skills that promote sound physical, mental and emotional health.	3.50	5
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.56	6
10. Knowledge of governmental processes and the implications of changing political times.	1.31	12
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.38	10
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	1.44	9
13. A command of the analytical skills which lead to sound consumer practices.	1.31	12
14. The ability to use leisure time wisely and constructively.	1.38	10
15.		

Meeting: Region 4, Meeting 2

Number of Small Groups: 18

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.50	1
2. A command of the skills that constitute mathematical literacy.	3.72	2
3. The ability to think critically, constructively and creatively.	3.39	4
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	1.72	11
5. The skills and attitudes necessary to planning one's future.	2.39	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.61	3
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.44	14
8. A command of the skills that promote sound physical, mental and emotional health.	2.50	5
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.50	5
10. Knowledge of governmental processes and the implications of changing political times.	1.72	11
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.61	13
12. The ability to demonstrate the attainment of marketable skills which lead to economic independence.	1.94	8
13. A command of the analytical skills which lead to sound consumer practices.	1.94	8
14. The ability to use leisure time wisely and constructively.	1.89	10
15.		

Meeting: Region 4 (Total)

Number of Small Groups: 34

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.71	1
2. A command of the skills that constitute mathematical literacy.	3.76	3
3. The ability to think critically, constructively and creatively.	3.71	4
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	1.85	8
5. The skills and attitudes necessary to planning one's future.	2.26	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.79	2
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.32	14
8. A command of the skills that promote sound physical, mental and emotional health.	2.97	5
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.53	6
10. Knowledge of governmental processes and the implications of changing political times.	1.53	12
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.50	13
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	1.71	9
13. A command of the analytical skills which lead to sound consumer practices.	1.65	10
14. The ability to use leisure time wisely and constructively.	1.65	10
15.		

Meeting: Region 5, Meeting 1

Number of Small Groups: 22

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.77	1
2. A command of the skills that constitute mathematical literacy.	3.68	2
3. The ability to think critically, constructively and creatively.	2.95	5
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	2.50	7
5. The skills and attitudes necessary to planning one's future.	2.64	6
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.18	3
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.27	14
8. A command of the skills that promote sound physical, mental and emotional health.	3.18	3
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.27	8
10. Knowledge of governmental processes and the implications of changing political times.	1.50	12
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.91	10
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	2.09	9
13. A command of the analytical skills which lead to sound consumer practices.	1.73	11
14. The ability to use leisure time wisely and constructively.	1.36	13
15.		

Meeting: Region 5, Meeting 2

Number of Small Groups: 14

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.79	1
2. A command of the skills that constitute mathematical literacy.	3.71	3
3. The ability to think critically, constructively and creatively.	3.93	2
4. The ability to relate knowledge and capabilities to individual needs and aspirations.	2.57	6
5. The skills and attitudes necessary to planning one's future.	2.21	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.64	4
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.00	14
8. A command of the skills that promote sound physical, mental and emotional health.	3.07	5
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.14	8
10. Knowledge of governmental processes and the implications of changing political times.	1.50	12
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.21	13
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	1.71	10
13. A command of the analytical skills which lead to sound consumer practices.	1.86	9
14. The ability to use leisure time wisely and constructively.	1.71	10
15.		

Meeting: Region 5 (Total)

Number of Small Groups: 36

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.78	1
2. A command of the skills that constitute mathematical literacy.	3.69	2
3. The ability to think critically, constructively and creatively.	3.33	4
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	2.53	6
5. The skills and attitudes necessary to planning one's future.	2.47	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.36	3
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.17	14
8. A command of the skills that promote sound physical, mental and emotional health.	3.14	5
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.22	8
10. Knowledge of governmental processes and the implications of changing political times.	1.50	12
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.64	11
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	1.94	9
13. A command of the analytical skills which lead to sound consumer practices.	1.78	10
14. The ability to use leisure time wisely and constructively.	1.50	12
15.		

Meeting: Region 6, Meeting 1

Number of Small Groups: 24

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.67	1
2. A command of the skills that constitute mathematical literacy.	3.33	3
3. The ability to think critically, constructively and creatively.	4.00	2
4. The ability to relate knowledge and capabilities to one's need and aspirations.	2.08	8
5. The skills and attitudes necessary to planning one's future.	2.33	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.00	4
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.92	9
8. A command of the skills that promote sound physical, mental and emotional health.	2.75	5
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.67	6
10. Knowledge of governmental processes and the implications of changing political times.	1.67	12
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.67	12
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	1.92	9
13. A command of the analytical skills which lead to sound consumer practices.	1.25	14
14. The ability to use leisure time wisely and constructively.	1.83	11
15.		

Meeting: Region 6, Meeting 2

Number of Small Groups: 14

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.64	1
2. A command of the skills that constitute mathematical literacy.	3.57	2
3. The ability to think critically, constructively and creatively.	3.21	3
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	1.93	9
5. The skills and attitudes necessary to planning one's future.	2.21	8
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.14	4
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.50	13
8. A command of the skills that promote sound physical, mental and emotional health.	2.86	5
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.57	7
10. Knowledge of governmental processes and the implications of changing political times.	1.86	10
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.64	11
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	2.64	6
13. A command of the analytical skills which lead to sound consumer practices.	1.64	11
14. The ability to use time wisely and constructively.	1.50	13
15.		

Meeting: Region 6 (Total)

Number of Small Groups: 38

Goal	Mean	Rank
1. A command of fundamental communication skills.	4.66	1
2. A command of the skills that constitute mathematical literacy.	3.42	3
3. The ability to think critically, constructively and creatively.	3.71	2
4. The ability to relate knowledge and capabilities to adult needs and aspirations.	2.03	9
5. The skills and attitudes necessary to planning one's future.	2.29	7
6. The attitudes and self-discipline necessary to meet everyday situations realistically.	3.05	4
7. The knowledge, appreciation and understanding of literature and the visual and performing arts.	1.76	10
8. A command of the skills that promote sound physical, mental and emotional health.	2.79	5
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.	2.63	6
10. Knowledge of governmental processes and the implications of changing political times.	1.74	11
11. The ability to demonstrate understanding of the cultural economic, and political backgrounds of the peoples and nations of the world and their interrelationships.	1.66	13
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.	2.18	8
13. A command of the analytical skills which lead to sound consumer practices.	1.39	14
14. The ability to use leisure time wisely and constructively.	1.71	12
15.		

APPENDIX C

Individual Goal Rating and Performance Rating Summaries

The tables in this Appendix are based upon (1) the Individual Goal Rating forms that were completed according to instructions and turned in at the end of each meeting and (2) upon the Individual Rating of the Level of Performance of Current School Programs forms that were returned. The numbers of respondents to each of these forms for each representative group were as follows:

Representative Group	Number of Goal Rating Forms Returned	Number of Performance Rating Forms Returned
PTA, HSA, local or area school board member	125	52
Regional Administration	18	22
Central Administration	28	25
School Board Member	5	4
Community Representative	85	55
Administration, Grade Pre-K-6	103	59
Administration, Grade 7-12	39	23
Administration, Other	25	36
Student, Grade Pre-K-6	78	50
Student, Grade 7-12	44	12
Student, Other	8	1*
Teacher, Grade Pre-K-6	105	100
Teacher, Grade 7-12	35	48
Teacher, Other	53	59

*The one form returned by a member of this representative group was not completed.

Representative Group: PTA, HSA, local or area school board member

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	4.31	1	6.38	1
2	3.54	2	5.63	6
3	3.42	3	5.71	5
4	2.14	8	5.27	11
5	2.38	6	5.31	9
6	3.26	4	5.31	9
7	1.62	14	5.81	3
8	2.79	5	5.96	2
9	2.25	7	5.81	3
10	1.66	12	5.19	13
11	1.98	10	5.33	8
12	1.94	11	5.27	11
13	1.63	13	5.17	14
14	2.14	8	5.44	7

Representative Group: Regional Administration

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	4.28	1	4.32	14
2	3.39	3	4.36	12
3	3.56	2	4.41	10
4	2.28	8	4.55	8
5	2.28	8	4.64	6
6	3.33	4	4.36	12
7	1.44	13	5.32	1
8	3.11	5	4.95	4
9	2.33	7	5.00	3
10	1.39	14	4.59	7
11	1.83	11	5.18	2
12	2.67	6	4.41	10
13	2.17	10	4.55	8
14	1.50	12	4.95	4

Representative Group: Central Administration

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	4.50	1	4.04	11
2	3.64	2	3.80	13
3	3.46	3	3.88	12
4	1.86	9	4.12	10
5	2.29	8	4.16	9
6	3.07	4	4.24	7
7	1.50	13	4.48	6
8	2.68	7	5.20	1
9	1.86	9	4.84	2
10	1.71	11	4.72	3
11	1.61	12	4.64	5
12	2.86	5	4.72	3
13	2.71	6	3.76	14
14	1.32	14	4.24	7

Representative Group: School Board Member

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	4.00	1	6.00	4
2	3.00	4	6.50	2
3	3.80	2	6.50	2
4	2.20	8	5.00	11
5	1.80	11	5.50	8
6	3.40	3	6.75	1
7	1.60	12	6.00	4
8	3.00	4	5.75	7
9	3.00	4	6.00	4
10	3.00	4	5.50	8
11	2.00	9	4.50	13
12	1.00	14	4.75	12
13	1.20	13	5.50	8
14	2.00	9	4.00	14

Representative Group: Community Representative

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	4.25	1	5.49	1
2	3.34	2	5.33	3
3	3.27	3	5.09	9
4	2.33	7	5.24	6
5	2.62	6	5.24	~~6~~ 7
6	3.01	4	4.95	11
7	1.69	14	5.20	8
8	2.67	5	5.27	4
9	2.21	8	5.36	2
10	1.89	10	5.02	10
11	1.81	12	5.25	5
12	2.14	9	4.75	13
13	1.79	13	4.80	12
14	1.82	11	4.55	14

Representative Group: Administration, Grade Pre-K-6

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	4.65	1	5.39	3
2	3.73	2	5.39	3
3	3.56	3	4.97	8
4	2.26	7	4.73	12
5	2.03	9	5.02	7
6	3.45	4	4.90	11
7	1.18	14	5.68	1
8	3.13	5	5.63	2
9	2.51	6	5.37	5
10	1.39	13	4.53	14
11	1.43	12	4.92	10
12	2.11	8	4.95	9
13	1.90	10	4.56	13
14	1.68	11	5.29	6

Representative Group: Administration, Grade 7-12

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	4.56	1	5.09	8
2	3.74	2	4.83	13
3	3.59	3	5.09	8
4	2.08	9	4.78	14
5	2.36	8	5.13	7
6	3.23	4	5.04	10
7	1.21	14	5.48	2
8	2.77	5	5.70	1
9	2.44	6	5.48	2
10	1.77	11	4.87	12
11	1.44	13	5.22	5
12	2.41	7	5.22	5
13	1.97	10	5.04	10
14	1.69	12	5.39	4

Representative Group: Administration, Other

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	4.52	1	4.97	9
2	3.72	2	5.17	7
3	3.56	3	5.14	8
4	1.92	10	4.89	10
5	2.16	8	5.19	6
6	2.76	5	4.64	12
7	1.28	14	5.25	4
8	2.92	4	5.72	1
9	2.32	7	5.53	2
10	1.68	12	4.61	13
11	2.12	9	5.22	5
12	2.44	6	4.81	11
13	1.72	11	4.47	14
14	1.52	13	5.53	2

Representative Group: Student, Grade Pre-K-6

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	3.45	1	6.82	4
2	2.78	6	6.58	5
3	2.85	4	6.88	1
4	2.10	11	6.10	12
5	2.85	4	6.58	5
6	2.74	7	6.28	11
7	2.18	10	6.44	9
8	2.90	2	6.86	2
9	2.53	8	6.86	2
10	2.01	13	5.78	14
11	2.22	9	6.32	10
12	2.10	11	6.46	8
13	1.92	14	6.02	13
14	2.86	3	6.54	7

Representative Group: Student, Grade 7-12

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	3.43	1	6.25	2
2	2.82	5	4.92	13
3	3.27	2	6.00	5
4	2.18	9	5.83	6
5	2.91	3	6.33	1
6	2.86	4	5.67	8
7	2.02	10	5.08	12
8	2.64	6	5.58	9
9	2.32	8	5.75	7
10	1.95	14	4.42	14
11	2.02	10	6.17	3
12	2.00	12	5.25	11
13	1.98	13	5.33	10
14	2.41	7	6.08	4

Representative Group: Student, Other

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE *	
	Mean	**Rank**	**Mean**	**Rank**
1	4.13	1		
2	3.00	3		
3	2.50	5		
4	2.38	7		
5	2.50	5		
6	2.75	4		
7	2.25	9		
8	2.13	12		
9	2.13	12		
10	2.25	9		
11	3.38	2		
12	2.25	9		
13	1.75	14		
14	2.38	7		

* No valid Performance Rating returns were received from this group.

Representative Group: Teacher, Grade Pre-K-6

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	4.68	1	5.86	1
2	3.62	3	5.72	3
3	3.70	2	5.10	10
4	2.11	8	5.16	7
5	2.30	7	4.91	12
6	3.40	4	5.12	8
7	1.31	14	5.59	4
8	3.10	5	5.83	2
9	2.32	6	5.46	5
10	1.45	13	4.97	11
11	1.55	12	5.11	9
12	1.88	10	4.81	13
13	1.89	9	4.66	14
14	1.72	11	5.27	6

Representative Group: Teacher, Grade 7-12

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	4.43	1	4.88	12
2	3.23	3	4.96	9
3	3.37	2	4.81	14
4	2.11	10	5.06	6
5	2.23	9	5.33	3
6	2.94	4	4.85	13
7	1.43	14	5.33	3
8	2.80	5	5.56	1
9	2.34	8	5.42	2
10	2.09	11	4.96	9
11	1.49	13	5.06	6
12	2.43	7	5.17	5
13	2.49	6	5.00	8
14	2.00	12	4.96	9

Representative Group: Teacher, Other

GOAL NUMBER	INDIVIDUAL GOAL RATING		INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE	
	Mean	**Rank**	**Mean**	**Rank**
1	4.38	1	5.12	5
2	3.25	4	4.93	9
3	3.47	2	4.76	11
4	2.51	8	4.98	7
5	2.68	6	5.10	6
6	3.36	3	4.75	12
7	1.32	14	5.39	2
8	2.91	5	5.68	1
9	2.57	7	5.27	4
10	1.60	12	4.59	13
11	1.47	13	4.97	8
12	2.25	9	4.86	10
13	1.72	10	4.59	13
14	1.68	11	5.39	2

APPENDIX D

Statistically Significant Differences in Goal Ratings

The matrices in this Appendix are based upon the Individual Goal Rating forms that were completed according to instructions and turned in at the end of each meeting. The numbers of respondents from each representative group were as follows:

Representative Group	Number of Goal Rating Forms Returned
PTA, HSA, local or area school board member	125
Regional Administration	18
Central Administration	28
School Board Member	5
Community Representative	85
Administration, Grade Pre-K-6	103
Administration, Grade 7-12	39
Administration, Other	25
Student, Grade Pre-K-6	78
Student, Grade 7-12	44
Student, Other	8
Teacher, Grade Pre-K-6	105
Teacher, Grade 7-12	35
Teacher, Other	53

Goal 1: A command of fundamental communication skills.

Representative Groups	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member					**			**	**		**		
Regional Administration								*	*				
Central Administration								**	**				
School Board Member													
Community Representative					*			**	**		**		
Administration, Grade Pre-K-6								**	**				*
Administration, Grade 7-12								**	**				
Administration, Other								**	**				
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12											**	**	**
Student, Other													
Teacher, Grade Pre-K-6													*
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 2: A command of the skills that constitute mathematical literacy.

Representative → Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member								**	**				
Regional Administration													
Central Administration								**	**				
School Board Member													
Community Representative					*			**	*				
Administration, Grade Pre-K-6								**	**				*
Administration, Grade 7-12								**	**				
Administration, Other								**	*				
Student, Grade Pre-K-6											**		*
Student, Grade 7-12											**		
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 3: The ability to think critically, constructively and creatively.

Representative → **Groups** ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member								**		*			
Regional Administration													
Central Administration								*					
School Board Member													
Community Representative											*		
Administration, Grade Pre-K-6								**		*			
Administration, Grade 7-12								**		*			
Administration, Other								*					
Student, Grade Pre-K-6											**		**
Student, Grade 7-12											*		
Student, Other													*
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 4: The ability to relate knowledge and capabilities to adult needs and aspirations.

Representative Groups ↓ / Representative Groups →	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member													*
Regional Administration													
Central Administration													
School Board Member													
Community Representative													
Administration, Grade Pre-K-6													
Administration, Grade 7-12													
Administration, Other													*
Student, Grade Pre-K-6													
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 5 : The skills and attitudes necessary to planning one's future.

Representative → **Groups** ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member					*		**	*					
Regional Administration													
Central Administration							*	*					
School Board Member													
Community Representative					**								
Administration, Grade Pre-K-6								**	**				*
Administration, Grade 7-12													
Administration, Other								*					
Student, Grade Pre-K-6											**	*	
Student, Grade 7-12											**	**	
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 6: The attitudes and self-discipline necessary to meet everyday situations realistically.

Representative → **Groups** ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member								**		*			
Regional Administration													
Central Administration													
School Board Member													
Community Representative					*						*		
Administration, Grade Pre-K-6							*	**	*	**			
Administration, Grade 7-12													
Administration, Other													
Student, Grade Pre-K-6											**		**
Student, Grade 7-12											*		
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 7: The knowledge, appreciation and understanding of literature and the visual and performing arts.

Representative → Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member					**	**		**			*		
Regional Administration								**	*	*			
Central Administration					*			**	*				
School Board Member													
Community Representative					**	**		*			**		*
Administration, Grade Pre-K-6								**	**	**			
Administration, Grade 7-12								**	**	*			
Administration, Other								*	*	*			
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12											**	*	**
Student, Other											**	*	**
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 8: A command of the skills that promote sound physical, mental and emotional health.

Representative Groups → / Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member													
Regional Administration													
Central Administration													
School Board Member													
Community Representative					*						*		
Administration, Grade Pre-K-6									*	*			
Administration, Grade 7-12													
Administration, Other													
Student, Grade Pre-K-6													
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 9: An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.

Representative Groups ↓ / Representative Groups →	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member													
Regional Administration													
Central Administration					**	*		**			*		*
School Board Member													
Community Representative													
Administration, Grade Pre-K-6													
Administration, Grade 7-12													
Administration, Other													
Student, Grade Pre-K-6													
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 10: Knowledge of governmental processes and the implications of changing political times.

Representative → **Groups** ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member					*			*					
Regional Administration				**				**	*	**		**	
Central Administration													
School Board Member													
Community Representative					**						**		
Administration, Grade Pre-K-6						*		**	**			**	
Administration, Grade 7-12													
Administration, Other													
Student, Grade Pre-K-6											**		*
Student, Grade 7-12											*		
Student, Other											*		
Teacher, Grade Pre-K-6												**	
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 11: The ability to demonstrate understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships.

Representative → Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member					**	**				**	**	**	**
Regional Administration										*			
Central Administration								*		**			
School Board Member													
Community Representative					*			*		**			
Administration, Grade Pre-K-6								**	**	*			
Administration, Grade 7-12								**	**	*			
Administration, Other													
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12										**	*	*	**
Student, Other											**	*	*
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 12: The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.

Representative → Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member	*	**				*						*	
Regional Administration											**		
Central Administration				**	**			**	**		**		*
School Board Member													
Community Representative													
Administration, Grade Pre-K-6													
Administration, Grade 7-12											*		
Administration, Other													
Student, Grade Pre-K-6													
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6												*	
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 13: A command of the analytical skills which lead to sound consumer practices.

Representative → Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member	*	**						*	*			**	
Regional Administration													
Central Administration				**	**	*	*	**	*		**		**
School Board Member													
Community Representative												**	
Administration, Grade Pre-K-6												*	
Administration, Grade 7-12													
Administration, Other												*	
Student, Grade Pre-K-6												*	
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6												*	
Teacher, Grade 7-12													**
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 14: The ability to use leisure time wisely and constructively.

Representative → Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member	**	**			**	*	*	**			**		*
Regional Administration								**	**	*			
Central Administration				*				**	**	**		**	
School Board Member													
Community Representative								**	*				
Administration, Grade Pre-K-6								**	**				
Administration, Grade 7-12								**	**	*			
Administration, Other								*	*				
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12											**	*	**
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

APPENDIX E

Statistically Significant Differences in Performance Ratings

The matrices in this Appendix are based upon the Individual Rating of the Level of Performance of Current School Programs forms that were returned. The numbers of respondents from each representative group were as follows:

Representative Group	Number of Performance Rating Forms Returned
PTA, HSA, local or area school board member	52
Regional Administration	22
Central Administration	25
School Board Member	4
Community Representative	55
Administration, Grade Pre-K-6	59
Administration, Grade 7-12	23
Administration, Other	36
Student, Grade Pre-K-6	50
Student, Grade 7-12	12
Student, Other	1*
Teacher, Grade Pre-K-6	100
Teacher, Grade 7-12	48
Teacher, Other	59

*The one form returned by a member of this representative group was not completed.

Goal 1: A command of fundamental communication skills.

Representative → Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member	**	**		*	**	**	**					**	**
Regional Administration				*	*			**	**		**		
Central Administration				**	**	*	*	**	**		**		*
School Board Member													
Community Representative								**					
Administration, Grade Pre-K-6								**					
Administration, Grade 7-12								**	*				
Administration, Other								**	**		**		
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12												*	*
Student, Other													
Teacher, Grade Pre-K-6												**	*
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 2: A command of the skills that constitute mathematical literacy.

Representative Groups	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member	*	**						*					*
Regional Administration				*	*			**			**		
Central Administration				**	**	*	**	**			**	*	**
School Board Member													
Community Representative								**					
Administration, Grade Pre-K-6								**					
Administration, Grade 7-12								**			*		
Administration, Other								**					
Student, Grade Pre-K-6									**		**	**	**
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6												*	**
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 3: The ability to think critically, constructively and creatively.

Representative Groups → / Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member	*	**			*			**				*	*
Regional Administration								**	*				
Central Administration				*	**	*	**	**	**		**		*
School Board Member													
Community Representative								**					
Administration, Grade Pre-K-6								**					
Administration, Grade 7-12								**					
Administration, Other								**					
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12													*
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 4: The ability to relate knowledge and capabilities to adult needs and aspirations.

Representative → **Groups** ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member		*						*					
Regional Administration								**	*				
Central Administration				*				**	*		*	*	
School Board Member													
Community Representative								*					
Administration, Grade Pre-K-6								**					
Administration, Grade 7-12								**					
Administration, Other								**					
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 5: The skills and attitudes necessary to planning one's future.

Representative → Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member		*						**					
Regional Administration								**	*				
Central Administration				*	*	*	*	**	**			*	*
School Board Member													
Community Representative								**					
Administration, Grade Pre-K-6								**	*				
Administration, Grade 7-12								**	*				
Administration, Other								**					
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12													*
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 6: The attitudes and self-discipline necessary to meet everyday situations realistically.

Representative → Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member		*						*					
Regional Administration								**					
Central Administration								**			*		
School Board Member													
Community Representative								**					
Administration, Grade Pre-K-6								**					
Administration, Grade 7-12								**					
Administration, Other								**					
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 7: The knowledge, appreciation and understanding of literature and the visual and performing arts.

Representative Groups ↓ / →	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member		*											
Regional Administration								*					
Central Administration					**			**			*		*
School Board Member													
Community Representative								**					
Administration, Grade Pre-K-6								*					
Administration, Grade 7-12								*					
Administration, Other								**					
Student, Grade Pre-K-6											*	**	**
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 8: A command of the skills that promote sound physical, mental and emotional health.

Representative Groups → ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member	*							*					
Regional Administration								**			*		
Central Administration								**					
School Board Member								**					
Community Representative													
Administration, Grade Pre-K-6								**					
Administration, Grade 7-12								**					
Administration, Other								**					
Student, Grade Pre-K-6									*		**	**	**
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 9: An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.

Representative → **Groups** ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member								**					
Regional Administration								**					
Central Administration								**					
School Board Member								**					
Community Representative													
Administration, Grade Pre-K-6								**					
Administration, Grade 7-12								**					
Administration, Other								**					
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 10: Knowledge of governmental processes and the implications of changing political times.

Representative → **Groups ↓**	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member													
Regional Administration								*					
Central Administration													
School Board Member													
Community Representative													
Administration, Grade Pre-K-6								**					
Administration, Grade 7-12													
Administration, Other								**					
Student, Grade Pre-K-6									*		*	**	**
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 11: The ability to demonstrate understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships.

Representative → **Groups** ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member								*					
Regional Administration								*					
Central Administration								**	*				
School Board Member													
Community Representative								**					
Administration, Grade Pre-K-6								**					
Administration, Grade 7-12								*					
Administration, Other								**					
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12												*	
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 12: The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.

Representative → **Groups** ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member								**					
Regional Administration								**					
Central Administration								**					
School Board Member													
Community Representative								**					
Administration, Grade Pre-K-6								**					
Administration, Grade 7-12								**					
Administration, Other								**					
Student, Grade Pre-K-6									*		**	**	**
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 13: A command of the analytical skills which lead to sound consumer practices.

Representative → Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member		**						*					
Regional Administration								**					
Central Administration				*		*		**	*		*		**
School Board Member													
Community Representative								**					
Administration, Grade Pre-K-6								**					
Administration, Grade 7-12								*					
Administration, Other								**					
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

Goal 14: The ability to use leisure time wisely and constructively.

Representative → Groups ↓	Regional Administration	Central Administration	School Board Member	Community Representative	Administration, Grade Pre-K-6	Administration, Grade 7-12	Administration, Other	Student, Grade Pre-K-6	Student, Grade 7-12	Student, Other	Teacher, Grade Pre-K-6	Teacher, Grade 7-12	Teacher, Other
PTA, HSA, local or area school board member		*		*				*					
Regional Administration								**					
Central Administration					*		*	**	*		*		*
School Board Member													
Community Representative							*	**	*				
Administration, Grade Pre-K-6								**					
Administration, Grade 7-12								*					
Administration, Other								**					
Student, Grade Pre-K-6											**	**	**
Student, Grade 7-12													
Student, Other													
Teacher, Grade Pre-K-6													
Teacher, Grade 7-12													
Teacher, Other													

* - Indicates a difference significant at the .05 level

** - Indicates a difference significant at the .01 level

APPENDIX F

Forms Used in the Goal Setting and Needs Assessment Process

Public Schools of the District of Columbia

INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE OF CURRENT SCHOOL PROGRAMS

DIRECTIONS:

Listed below are the instructional goals established for the Public Schools of the District of Columbia at recent community meetings. The instructional goals are not listed in a priority order.

Your task is to read each of the goal statements and ask yourself: "In my opinion, how well are current programs meeting this goal?"

The answer to this question for each of the instructional goals will provide the Board of Education, administrators and teachers with the information needed to determine specific areas in which school system programs may be improved. When the results are examined, your statements will be interpreted in the following manner:

POOR means:

I believe programs designed to meet this goal are weak.
I believe that much more effort must be made by the school system to meet this goal.

FAIR BUT MORE NEEDS TO BE DONE means:

I believe present programs are acceptable, but I would like to see more importance attached to this goal by the school system.
I would rate the school system's job in this area as only fair; more effort is needed as far as I am concerned.

SATISFIED means:

I believe the school system is doing a good job in meeting this goal.
I am satisfied with the present programs which are designed to meet this goal.

FOR EXAMPLE:

If one believed that the goal "A command of the analytical skills which lead to sound consumer practices" is being met quite adequately, a circle would be drawn around the appropriate number on the scale. The circled number would then be placed in the score box.

POOR			FAIR BUT MORE NEEDS TO BE DONE			SATISFIED			Score
1	2	3	4	5	6	7	[✓ 8]	9	8

Public Schools of the District of Columbia

INSTRUCTIONAL GOAL STATEMENTS

Goal Statements:	Similar Goals:
1. A command of fundamental communication skills.	A. The ability to listen purposefully and attentively. B. Skills in oral and written communication for effective self-expression. C. Skills in interpreting nonverbal communication. D. Reading skills for the comprehension of word meanings. E. Skills in deriving meanings from non-print media. F. Language skills to help meet personal and social needs in human relationships.

POOR			FAIR BUT MORE NEEDS TO BE DONE			SATISFIED			Score
1	2	3	4	5	6	7	8	9	☐

2. A command of the skills that constitute mathematical literacy.	A. Computational skills. B. Analytical skills. C. Problem-solving skills. D. Measurement skills.

POOR			FAIR BUT MORE NEEDS TO BE DONE			SATISFIED			Score
1	2	3	4	5	6	7	8	9	☐

3. The ability to think critically, constructively and creatively.

A. Skills in collecting and interpreting.
B. Skills in creative self-expression.
C. Skills to think insightfully and proceed logically.

POOR	FAIR BUT MORE NEEDS TO BE DONE	SATISFIED	Score
1 2 3	4 5 6	7 8 9	☐

4. The ability to relate knowledge and capabilities to adult needs and aspirations.

A. Positive and realistic self-concepts.
B. Sensitivity to the importance of acquiring and developing one's capabilities to the fullest.
C. Attitudes and skills that allow for the realization of adult aspirations.

B

POOR	FAIR BUT MORE NEEDS TO BE DONE	SATISFIED	Score
1 2 3	4 5 6	7 8 9	☐

5. The skills and attitudes necessary to planning one's future.

A. An awareness of the changing nature of society.
B. Skills necessary for functioning effectively in the future.
C. Competency to set realistic priorities for everyday living.

POOR	FAIR BUT MORE NEEDS TO BE DONE	SATISFIED	Score
1 2 3	4 5 6	7 8 9	☐

6. The attitudes and self-discipline necessary to meet everyday situations realistically.

A. Recognition of responsibility to self, family, and community.
B. Skills to identify and make realistic selections among feasible alternatives.

POOR	FAIR BUT MORE NEEDS TO BE DONE	SATISFIED	Score
1 2 3	4 5 6	7 8 9	☐

7. The knowledge, appreciation and understanding of literature and the visual and performing arts.

A. Knowledge of the contributions of various ethnic groups to the art and literature of our country.
B. A world view of the human condition through examination of representative contributors to art, literature, and music.

POOR	FAIR BUT MORE NEEDS TO BE DONE	SATISFIED	Score
1 2 3	4 5 6	7 8 9	☐

8. A command of the skills that promote sound physical, mental and emotional health.

A. Knowledge of the practices that promote physical and mental well-being.
B. A personal program to maintain optimum mental, emotional and physical fitness.
C. An awareness that the interaction of mental, physical, and emotional factors influences one's total well-being.

POOR	FAIR BUT MORE NEEDS TO BE DONE	SATISFIED	Score
1 2 3	4 5 6	7 8 9	☐

9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group.

A. An awareness of the processes of group relationships.
B. A cooperative attitude toward living and working with others.
C. Respect for minority opinions and acceptance of majority decisions.
D. Appreciation and respect for the worth and dignity of individuals.
E. An awareness of the interdependence of members of the group.

POOR	FAIR BUT MORE NEEDS TO BE DONE	SATISFIED	Score
1 2 3	4 5 6	7 8 9	☐

10. Knowledge of governmental processes and the implications of changing political times.

A. Skills to interpret the purposes, principles, structure and changing relationships among the components of government.

B. Skills to analyze the sources of power and their influence upon the operation of government.

C. Skills to utilize knowledge about governmental functions and services for the well-being of the individual.

D. Skills to assume the duties, responsibilities and rights of citizens.

POOR	FAIR BUT MORE NEEDS TO BE DONE	SATISFIED	Score
1 2 3	4 5 6	7 8 9	☐

11. The ability to demonstrate understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships.

A. Relate the roles and contributions of ethnic and minority groups to our nation's growth and progress.

B. Describe the impact of the geographic, political, social, cultural factors and historical events that have shaped the lives of people.

C. Describe the interdependence of races, creeds, nations and cultures.

POOR	FAIR BUT MORE NEEDS TO BE DONE	SATISFIED	Score
1 2 3	4 5 6	7 8 9	☐

12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence.

A. A system for continuous examination of personal goals and life styles to ascertain their contributions towards economic independence.

B. An appreciation and respect for the dignity of work.

C. Marketable skills needed for economic independence.

POOR	FAIR BUT MORE NEEDS TO BE DONE	SATISFIED	Score
1 2 3	4 5 6	7 8 9	☐

13. A command of the analytical skills which lead to sound consumer practices.

A. An understanding of economic principles.
B. Competencies in the management of money on short and/or long term bases.
C. An ability to collect information, identify choices, and make thoughtful purchase decisions.

POOR			FAIR BUT MORE NEEDS TO BE DONE			SATISFIED			Score
1	2	3	4	5	6	7	8	9	☐

14. The ability to use leisure time wisely and constructively.

A. Skills in reading for pleasure and recreation.
B. The ability to participate in life time sports, as a spectator or team member.
C. Creative channels for hobby and avocation activities.
D. Creative and inventive ability in leisure time activites.

POOR			FAIR BUT MORE NEEDS TO BE DONE			SATISFIED			Score
1	2	3	4	5	6	7	8	9	☐

15. ____

POOR			FAIR BUT MORE NEEDS TO BE DONE			SATISFIED			Score
1	2	3	4	5	6	7	8	9	☐

16. ____

POOR			FAIR BUT MORE NEEDS TO BE DONE			SATISFIED			Score
1	2	3	4	5	6	7	8	9	☐

Instrument adapted from "Educational Goals and Objectives: A Model Program for Community and Professional Involvement," Phi Delta Kappa.

Public Schools of the District of Columbia

INDIVIDUAL RATING SUMMARY SHEET

SCORE

1. A command of fundamental communication skills . . . . ☐
2. A command of the skills that constitute mathematical literacy . . . . ☐
3. The ability to think critically, constructively and creatively . . . . ☐
4. The ability to relate knowledge and capabilities to adult needs and aspirations . . . . ☐
5. The skills and attitudes necessary to planning one's future . . . . ☐
6. The attitudes and self-discipline necessary to meet everyday situations realistically . . . . ☐
7. The knowledge, appreciation and understanding of literature and the visual and performing arts . . . . ☐
8. A command of the skills that promote sound physical, mental and emotional health . . . . ☐
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group . . . . ☐
10. Knowledge of governmental processes and the implications of changing political times . . . . ☐
11. The ability to demonstrate understanding of the cultural, economic, and political backgrounds of the people and nations of the world and their interrelationships . . . . ☐
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence . . . . ☐
13. The command of the analytical skills which lead to sound consumer practices . . . . ☐
14. The ability to use leisure time wisely and constructively . . . . ☐
15. ______________________________ ☐
16. ______________________________ ☐

PLEASE ANSWER THE FOLLOWING ITEMS WHERE APPLICABLE:

1. Circle the appropriate number below:

Region: 1 2 3 4 5 6 Central Administration: 7

2. Representative Group:

PTA, HSA, local or area
a._____ school board
b._____ Regional Administration
c._____ Central Administration
d._____ School Board Member
e._____ Community Representative
Local School Administration
  f._____ Grade Pre-K-6
  g._____ Grade 7-12
  h._____ Other (specify)
  ____

Student (check one)
i._____ Grade Pre-K-6
j._____ Grade 7-12
k._____ Other (specify)
Teacher (check one)
l._____ Grade Pre-K-6
m._____ Grade 7-12
n._____ Other (specify)
____

3. Do you have children in the Public Schools of the District of Columbia?
a._____ Yes
b._____ No

4. If local school administrator or teacher, check one of the following:
a._____ Regular
b._____ Special Education
c._____ Career Development
d._____ Adult Education
e._____ Other (specify)

Fold Along This Line

U. S. Postage
or
School Mail

Return to:

DIVISION OF PLANNING, Room 900
Public Schools of the District of Columbia
415 - 12th Street, N. W.
Washington, D. C. 20004

INDIVIDUAL GOAL RATING SHEET

Data Sheet

PLEASE ANSWER THE FOLLOWING ITEMS WHERE APPLICABLE:

1. Circle the appropriate number below:

Region: 1 2 3 4 5 6 Central Administration: 7

2. Representative Group: (check one)

a.___PTA, HSA, local or area school board member

b.___Regional Administration

c.___Central Administration

d.___School Board Member

e.___Community Representative

Local School Administration

f.___Grade Pre-K-6

g.___Grade 7-12

h.___Other (specify)

Student (check one)

i.___Grade Pre-K-6

j.___Grade 7-12

k.___Other (specify)

____

Teacher (check one)

l.___Grade Pre-K-6

m.___Grade 7-12

n.___Other (specify)

____

3. Do you have children in the Public Schools of the District of Columbia?

a.____Yes b.____No

4. If local school administrator or teacher, check one of the following:

a.___Regular

b.___Special Education

c.___Career Development

d.___Adult Education

e.___Other (specify)

____

Division of Planning
Public Schools of the District of Columbia

DIRECTIONS FOR INDIVIDUAL MEMBERS OF THE REPRESENTATIVE COMMUNITY COMMITTEE

Directions:*

1. Make sure your materials include the following items:

   (a) Display Board; (b) Fourteen (14) cards containing goal statements; (c) A set of (50) red colored discs.

2. Note: Punch out 35 of the red discs contained on the card (leave fifteen (15) discs on card).

3. Read each of the green Goal Statement Cards. As you examine each Goal Statement carefully, read the similar goals associated with it. The similar goals listed under each of the Goal Statements are important for understanding the Goal Statement. As you read each card, ask yourself...

   HOW IMPORTANT IS THIS EDUCATIONAL GOAL FOR OUR SCHOOL SYSTEM?

4. Separate each goal statement card from the sheet and place on the Display Board in the space in the column labeled "Goal Statement." The order in which you place the cards on the board is not important. There is one space for each card.

5. Place a red colored disc in the column labeled #1 beside each of the 14 goal statements. Each disc has a value of 1 point.

6. Reread the goal statements. For those goals you believe to be more important, place another red disc beside each in the column labeled # 2.

7. Read the goal statements that have two (2) red discs beside them. For those goals you believe to be much more important than others, place a red disc beside them in the column labeled # 3.

8. Read the goal statements that have three (3) red discs beside them. For those goals you believe to be much more important than others, place a red disc beside them in the column labeled # 4.

   Have you used all of your red discs?
   If not, continue on to direction # 9.
   If yes, see direction # 10.

9. Read the goal statements which have four (4) red discs beside them. For those goals you believe to be of extreme importance, place a red disc beside them in the column labeled # 5.

---

*Those Committee members who have developed goals in addition to the original 14 goals must inform the program moderator at the beginning of the meeting for additional directions.

10. Review your Display Board and keep in mind the following:

    a. All 35 red discs must be used (each disc has a value of 1 point).
    b. At least one goal statement must have five (5) red discs (5 points) beside it.
    c. A maximum of five (5) red discs (5 points) is allowed for any one goal statement.
    d. It is not necessary for a goal statement to have a red disc beside it.
    e. In the event you wish to rearrange your display board, you may add or remove red discs (points) from the goal statements (remembering that discs must always be in horizontal sequence with no spaces between discs).

11. Transfer the total number of points for each goal to the goal summary sheet. IT IS IMPORTANT TO NOTE THAT THE GOAL STATEMENTS FOUND ON YOUR INDIVIDUAL GOAL SUMMARY SHEET ARE IN RANDOM ORDER AND WILL NOT MATCH THE ORDER IN WHICH YOU PLACED YOUR GOALS.

12. During the next few minutes you will be given a card assigning you to a small group (4 or 5 persons). After refreshments, you will be working with your group in arriving at a consensus on a single display board.

13. Leave your display board at your position. Take the direction sheets to your small group meeting.

Instrument adapted from "Educational Goals and Objectives: A Model Program for Community and Professional Involvement," Phi Delta Kappa.

DIRECTIONS: Place the total number of points (red discs) you gave to each of the goals on your display board in the blank space found next to each of the goals on this page.

Goals	My Individual Score for Each Goal	(Optional) Our Small Group Score
1. A command of fundamental communication skills		
2. A command of the skills that constitute mathematical literacy		
3. The ability to think critically, constructively and creatively		
4. The ability to relate knowledge and capabilities to adult needs and aspirations		
5. The skills and attitudes necessary to planning one's future		
6. The attitudes and self-discipline necessary to meet everyday situations realistically		
7. The knowledge, appreciation and understanding of literature and the visual and performing arts		
8. A command of the skills that promote sound physical, mental and emotional health		
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group		
10. Knowledge of governmental processes and the implications of changing political times		
11. The ability to demonstrate understanding of the cultural, economic, and political backgrounds of the people and nations of the world and their interrelationships		
12. The ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence		
13. The command of analytical skills which lead to sound consumer practices		
14. The ability to use leisure time wisely and constructively		
15. ______________________________		
16. ______________________________		

TEST RESULTS

APPENDICES

TESTS RESULTS
RELATED TO
INSTRUCTIONAL GOALS

Appendix 1

READING OBJECTIVES MASTERED BY LESS THAN 50% OF STUDENTS TAKING THE PRESCRIPTIVE READING TEST ON GRADE LEVEL

OBJECTIVE	TESTING LEVEL						
	A	B	C	D	E	G	H
Word Perception							
Syllables/Numbers (*)	x						
Consonant Digraphs/Digraphs		x				x	
Vowel Patterns/Two Vowel		x				x	
Word Endings ER/Final "e"		x				x	
Silent Letters/Reading			x	x			x
Compound Words/Pronunciation (*)				x	x		x
Accent/"LE" Words (*)				x	x		x
Accent/Long Vowels				x	x		x
Accent/3 Syllable Words					x		x
Accent/Like Consonants							x
Accent/Double Consonants							x
Accent Rule/Suffixes							x
Locating Accent/Suffixes							x
Accent/Suffixes							x
Comprehension and Interpretation							
Sequence/Series (*)	x						
Inferences/Character Inference	x	x				x	
Drawing Conclusions/Errors in Concl. (*)	x					x	
Literal Meaning/Establish Meaning		x		x		x	
Relevant/Irrelevant, Concrete/Abstract		x			x		
Predicting Outcomes		x					
Author's Purpose (*)		x					
Idioms/Figurative Language		x					
Main Idea		x		x		x	
Relationships/Relationship Perception (*)			x			x	
Facts/Opinions				x	x		x
Summarize/Conclude					x	x	
Altered Syntax						x	
Study Reading							
Table of Contents (*)		x	x	x			
Alphabetize/Two Letters			x	x			
Alphabetize/Three Letters				x			
Alphabetize 1,2,3 Letters					x		
Alphabetize 4 Letters					x		
Alphabetize Words						x	
Cardinal Directions			x				
Multiple Meanings/Dictionary			x	x			
Intermediate Directions (*)			x	x			
Guide Words				x	x		
Two Point Outline				x	x		
Three or More Point Outline							x
Note Taking							x
Locate References							x

(*)These objectives have been identified by the Division of Research and Evaluation as requiring further item analysis before conclusions of student mastery can be drawn.

Appendix 2

Preliminary Findings of the Title I Evaluation

Figures 6.17 and 6.18 summarize the important causal relationships for first and second grade PRT scores, respectively. Figures 6.17 illustrates that Visual Perception, which involves discerning differences in shapes and pictures and matching letter forms with word forms, operates as a causal influences on Auditory Perception and Comprehension Development. At the second grade level, Word Perception and Study Reading operate as determiners of Comprehension and Interpretation.

One characteristic which Visual Perception, Word Perception, and Study Reading hold in common is that they require abstract spatial manipulations and the identification of embedded figures and concepts. It may be inferred that these types of activities should be given major emphasis in first and second grade reading programs and, conversely,

Figure 6.17

Summary of Causal Relationships for First Grade PRT Subtests

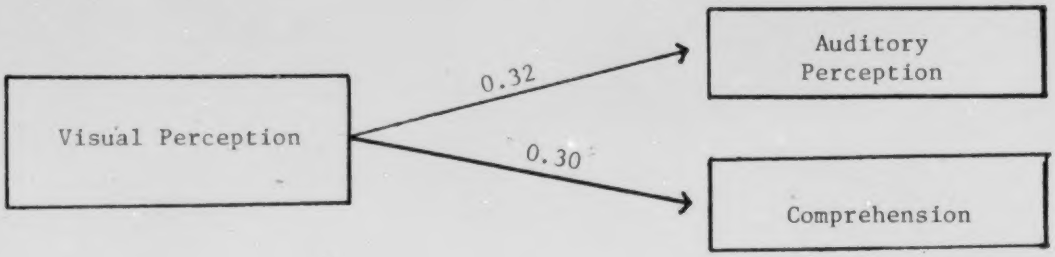
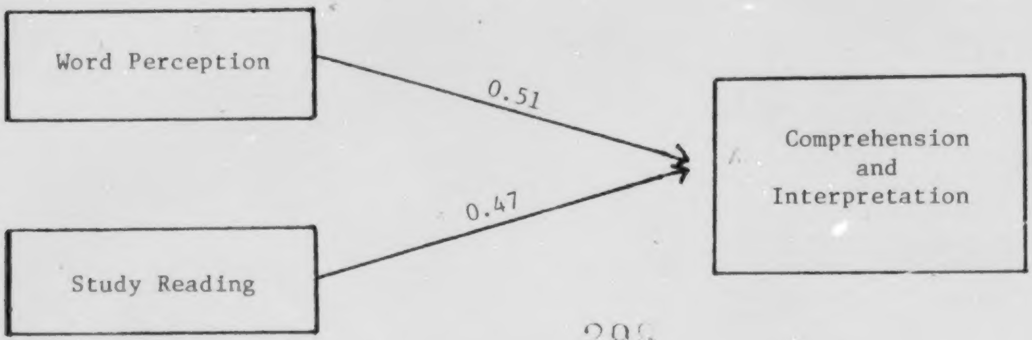

Auditory Perception
0.32
Visual Perception
0.30
Comprehension

Figure 6.18

Summary of Causal Relationships for Second Grade PRT Subtests


Word Perception
0.51
Comprehension and Interpretation
0.47
Study Reading

that the emphasis on atomization of each and every reading subskill should be severely questioned. Successful readers do not learn to read by acquiring, in a stepwise fashion, the hundreds of subskills which comprise most of the popular commercial reading systems. Rather, they learn in giant steps through mastering spatial relationships and learning to decipher embedded figures in the form of letters, words, and sentences. Reading is a Gestalt which is far more than the sum of its coincident elements. By breaking the reading process down into finer and finer elements, its Gestalt is destroyed and with it the child's opportunity to grasp the whole.

If the cross-lagged panel data is accepted as truth, the instructional implications are far-reaching. First, the emphasis on teaching the numberous subskills, which experts say comprise reading, may be misplaced. First graders should be given extensive encounters with tasks in visual discrimination of increasing complexity, including practice in locating embedded figures of all kinds (such as activities which require separating figures from background). Concrete word experiences should take precedence over language-based experiences in the sense that new material and concepts are presented initially through the visual mode. At first, this recommendation might appear to conflict with the observation that large numbers of Title I students have linguistic problems and should be given additional language instruction. It seems likely that the only common framework for the first grade Title I students and their teachers is the visual world. The verbal worlds of teachers and students are laced with inconsistencies and syntactical and dialectical differences. Often Title I children falsely perceive the words spoken by the teachers. However, if the children can view a concrete representation or, in terms of even greater instructive effectiveness, can manipulate a model of the concept, then the language takes on a vivid, meaningful quality. Thus, language is not relegated to a secondary position; rather, it is used to enrich what has already been presented visually. Language without prior concrete experience is just a meaningless collection of words.

Second graders should be given much more practice in abstract spatial manipulations and detecting embedded figures than is the case in the present instructional scope and sequence. Emphasis on comprehension and interpretation appears to be misplaced if the child does not possess a solid foundation in word perception and study reading skills. The approach suggested above represents a somewhat radical departure from traditional reading theory. Implicit in this departure from convention is a gamble. It is recommended that a carefully controlled pilot study be initiated. The pilot study curriculum would abandon the standard sequence of reading skills in favor of a curriculum oriented toward spatial and embedded figures. The gamble is that the approach might not work, and two years of skill building for participating children would be forfeited. The evidence of this study and reinforcement research, conducted by William Crano and his colleagues at Michigan State University, suggests that the benefits of such a new strategy will be tremendous (Crano and Johnson, 1976).

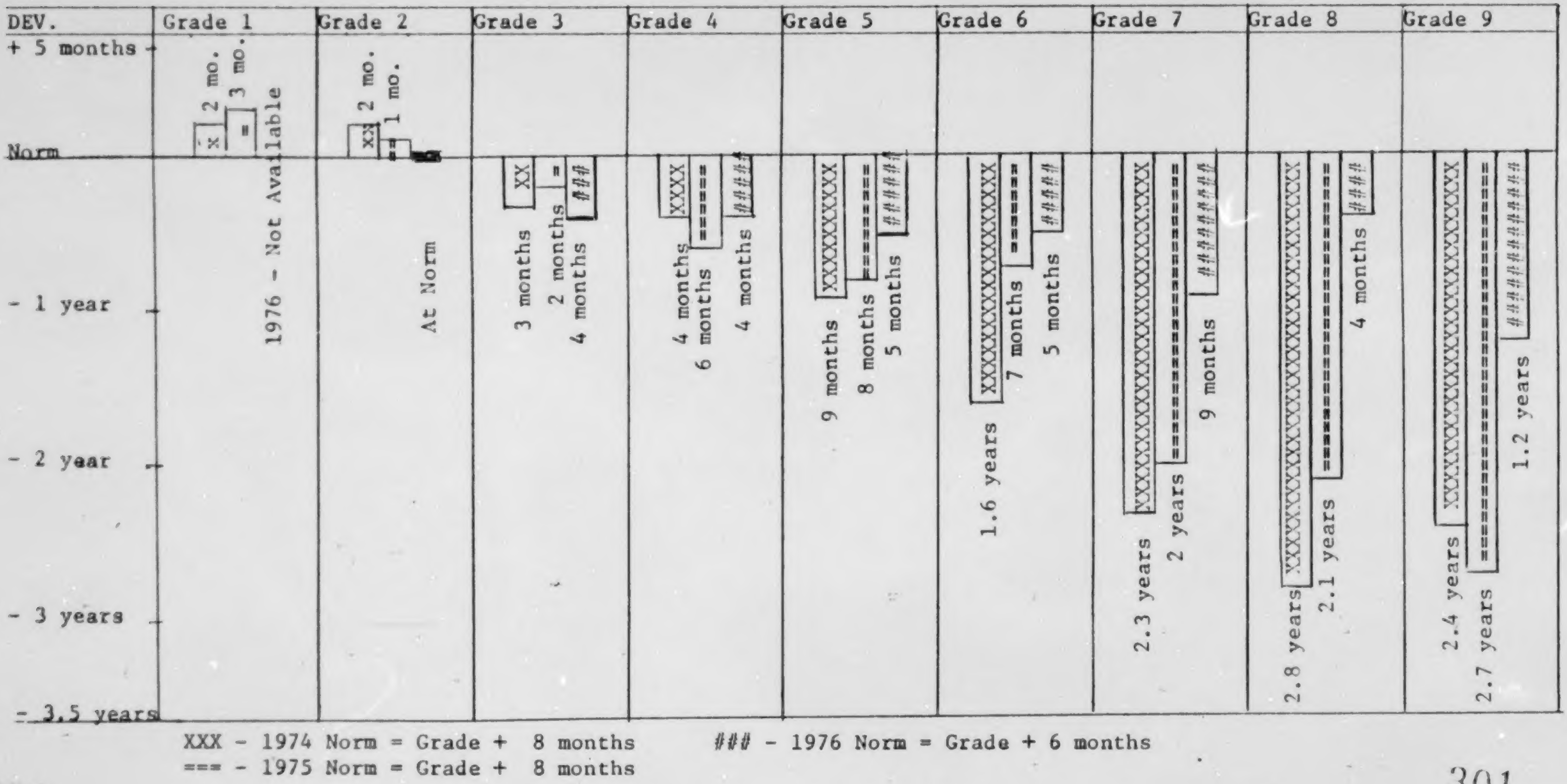
Appendix 3

Deviation from LARGE CITY NORM of D. C. Students at Time of Testing

Expressed in Terms of Grade Equivalent Scores
10% Sampling Programs

California Achievement Tests, Grades 1 and 2 May 1974, 1975
Comprehensive Tests of Basic Skills, Grades 3-9 May 1974, 1975,
Grades 1-9, March 1976

TOTAL READING



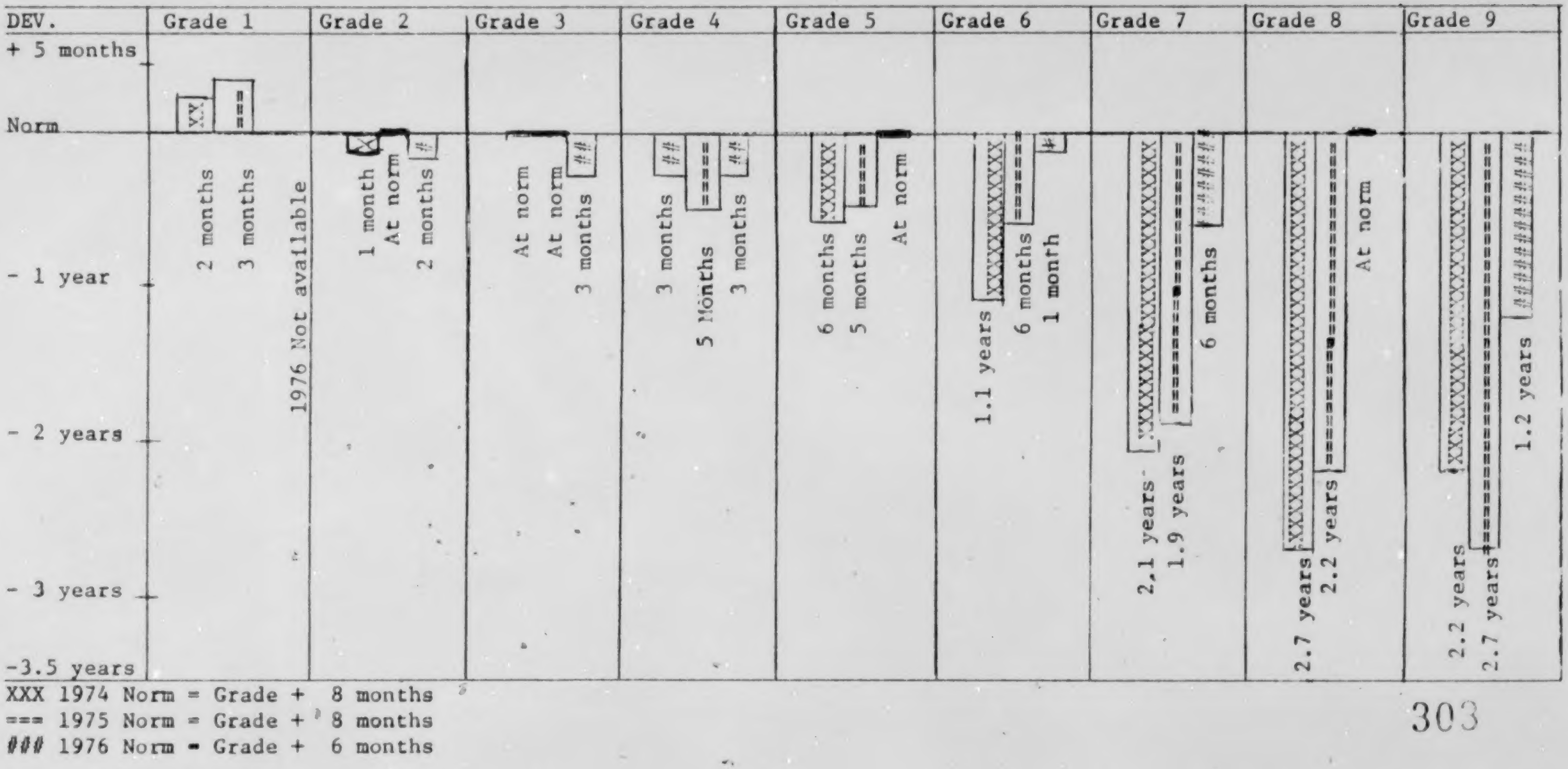
Appendix 3 - continued

Deviation from LARGE CITY NORM of D. C. Median Scores at Time of Testing

Expressed in terms of Grade Equivalent Scores
10% Sampling Programs

California Achievement Tests, Grades 1 and 2 May 1974, 1975
Comprehensive Tests of Basic Skills, Grades 3-9 May 1974, 1975
Grades 1-9 March 1976

TOTAL MATHEMATICS



Appendix 4

Skill Mastery in READING of D. C. Public School Students Compared with the National Norming Population - Grades 1 - 9

Comprehensive Tests of Basic Skills: Right Response Summary

March 1976

Skills — Percents of Right Responses

Skills	Grade 1 D. C.	Grade 1 National
Beginning Blends and Degraphs	78	78
Medial Vowels	65	67
Final Consonants	83	83
Word Recognition I	60	66
Comprehension/Sentences	65	64
Word Recognition II/Pict. to Word	59	59

Skills	Grade 2 D. C.	Grade 2 National
Vocabulary	65	74
Read. Comp./Passages	58	70
Read. Comp./Sentences	59	72
Literal Recall	62	74
Translation	59	60
Rewording	60	70
Context Clues	58	71
Main Idea	50	66
Conclusions	51	66

Skills	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	
	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.
Vocabulary	44	55	41	49	46	60	55	69	42	56	51	65	38	50
Comprehension	43	55	40	51	46	59	53	66	44	59	52	64	37	52
Literal Recall	49	62	48	60	57	69	65	76	59	72	69	77	21	34
Translation	45	56	41	53	47	62	55	69	45	60	52	65	39	53
Rewording			39	50	45	59	53	67	49	62	55	66	36	52
Context Clues	45	56	43	57	49	66	57	72	42	58	49	64	43	56
Interpretation	39	52	36	47	42	55	48	61	47	60	55	65	39	54
Main Idea	38	49	36	48	42	56	50	62	38	51	45	56	32	49
Descriptive Words	47	60	34	44	39	53	46	60	40	53	48	59	53	60
Conclusions	37	51	38	48	43	55	49	61	53	68	62	72	41	55
Analysis Structure/Style	—	—	37	47	42	55	48	62	24	41	30	48	36	51

Appendix 4 - continued

Skill Mastery in MATHEMATICS of D. C. Public School Students Compared with the National Norming Population - Grades 1-9

Comprehensive Tests of Basic Skills: Right Response Summary

March 1976

Percents of Right Response

Skills	Grade 1 D. C.	National
Concepts and Applications	63	61
Recognition	65	62
Number Systems	68	65
Measurement	58	51
Translation	58	57
Number Systems	57	57
Measurement	59	56
Applications	70	69
Word Problems	70	69
Computation	52	53
Vertical Addition	52	53
Horizontial Addition	51	51
Vertical Subtraction	47	49

Skills	Grade 2 D. C.	National
Computation	54	65
Addition	59	67
Subtraction	51	64
Multiplication	51	63
Concepts & Applic.	60	70
Recognition	58	67
Number Systems	53	64
Measurement	62	69
Translation	62	71
Number Systems	62	74
Measurement	62	64
Interpretation	55	69
Problem Solving	55	69

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	
	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.	D.C	Nat.
Computations	54	64	47	51	58	64	68	72	42	54	54	63	44	58
Addition	64	71	64	66	71	74	79	80	48	58	60	66	48	62
Subtraction	53	64	53	58	66	71	75	77	48	56	57	64	41	55
Multiplication	52	62	41	47	56	62	67	70	48	59	60	67	50	61
Division	48	60	29	34	41	49	51	60	24	45	38	54	36	54
Concepts	56	65	44	52	49	60	55	66	42	55	50	63	39	55
Recognition	59	67	51	58					41	56	48	64		
Number Systems/ properties	44	54											32	53
Geometric Relationships	67	75	51	58	57	62	58	65	39	53	46	62		

Appendix 4 - continued

Skills	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	
	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.	D.C.	Nat.
Concepts (Cont.)														
Recognition/Measurement	—	—	—	—	—	—	—	—	46	64	53	69	—	—
Translation	76	82	—	—	—	—	—	—	42	52	51	60	—	—
Number Systems Properties	46	52	—	—	—	—	—	—	37	47	47	57	—	—
Graphs	—	—	52	61	58	65	66	70	—	—	—	—	—	—
Sets	—	—	—	—	—	—	—	—	77	85	77	85	—	—
Interpretation	46	59	42	49	47	59	53	66	44	55	53	65	42	58
Number Systems/Properties	36	52	45	48	51	58	56	66	49	64	59	71	37	55
Sets	67	73	59	61	62	71	67	75	49	64			48	59
Measurement	39	52	35	44	39	52	45	57	—	—	—	—	65	76
Math Sentences	—	—	37	49	42	57	47	61	—	—	—	—	—	—
Problem Solving	46	52	35	50	42	60	51	69	—	—	—	—	39	58
Graphs	—	—	—	—	—	—	—	—	38	44	45	56	—	—
Geometric Relationships	—	—	—	—	—	—	—	—	—	—	—	—	37	53
Analysis	—	—	37	48	41	54	48	61	—	—	—	—	38	60
Measurement	—	—	36	46	42	53	48	60	—	—	—	—	65	76
Problem Solving	—	—	37	49	41	55	47	61	—	—	—		41	56
Reasoning	—	—	—	—	—	—	—	—	41	56	46	61	—	—
Geometric Relationships	—	—	—	—	—	—	—	—	—	—	—	—	45	64
Math Sentences	—	—	—	—	—	—	—	—	—	—	—	—	32	42
Applications	42	57	38	47	43	58	52	66	40	57	49	64	29	47
Interpretation	46	57	38	48	44	58	52	67	40	57	49	64	30	47
Number System/Properties	—	—	46	51	52	64	61	73	54	67	63	73	—	—
Sets	50	66	35	39	35	45	44	53	—	—	—	—	—	—
Measurement	38	52	39	51	47	61	56	68	38	56	46	60	28	50
Math Sentences	40	58	42	49	46	59	52	66	45	58	54	66	32	48
Problem Solving	38	50	34	44	39	56	49	66	32	51	41	59	31	47
Reasoning	50	61	40	56	52	67	61	74						
Geometric Relationships	48	60	—	—	—	—	—	—	29	48	45	62	25	37
Analysis	—	—	37	45	42	55	49	62	38	56	47	63	—	—
Problem Solving	30	37	30	37	34	48	40	59	29	48	37	56	27	46
Reasoning	—	—	45	53	51	61	57	65	46	64	57	61	—	—
Translation-Measurement	—	—	—	—	—	—	—	—	—	—	—		28	49

Appendix 5

Median Scores in Reading and Mathematics - Grade 11

Comprehensive Tests of Basic Skills, Form S, Level 4, March 1975 by Program and March 1976 All Schools Combined

		D. C. in Terms of National Norms 1975 Programs			1976	D. C. in Terms of Large City Norms 1975 Programs			1976
Test Area	Norm Group* Median	Reg. H.S.	Alt. H.S.	Voc. H.S.	All Students	Reg. H.S.	Alt. H.S.	Voc. H.S.	All Students
READING									
Vocabulary	11.6	9.5	10.1	8.7	9.5	10.4	10.7	9.9	10.4
Comprehen.	11.6	9.4	10.2	8.1	9.0	10.4	11.0	9.7	10.2
Tot. Read.	11.6	9.6	10.1	8.3	9.4	10.4	10.8	9.7	10.3
MATHEMATICS									
Computation	11.6	9.1	6.9	8.1	8.8	9.9	7.9	9.1	9.7
Concepts	11.6	9.1	9.1	8.0	9.1	9.9	9.9	9.0	9.9
Applic.	11.6	7.5	7.5	6.8	7.5	8.9	8.9	8.2	8.9
Total Math.	11.6	8.8	6.7	7.7	8.7	9.8	7.9	8.8	9.7
Max. Number Tested -		4,602	518	121	4,980				

*National and Large City Norms

Appendix 6

Right Response Record - Summary of D. C. Deficits from the Norm Group

Comprehensive Tests of Basic Skills - Form S, Level 4 - Grade 11, March 1976

	Percent Right		Number of Items
READING	D.C.	Nat'l Ref. Gp.	
Vocabulary	49	65	40 items
Comprehension			
Literal Recall	33	45	3 "
Rewording	50	64	6 "
Context Clues	52	71	4 "
Main Idea	46	64	9 "
Descriptive Words	60	67	3 "
Conclusions	54	66	11 "
Structure/Style	48	63	9 "
MATHEMATICS			
Computation			
Addition (fractions, decimals, etc).	56	72	12 items
Subtraction " " "	49	63	12 "
Multiplication	57	70	12 "
Division	44	63	12 "
Concepts			
Interpretation			
Recognition No. Systems Prop.	43	62	5 "
Interpretation No. " "	47	60	4 "
Sets	57	68	3 "
Geometric Relationships	48	71	3 "
Measurement	79	88	1 item
Problem Solving and Reasoning	49	75	1 item

Appendix 6 - continued

Right Response Record - Summary of D. C. Deficits from the Norm Group

Comprehensive Tests of Basic Skills - Form S, Level 4 - Grade 11, March 1976

	Percent Right		
	D. C.	Nat'l Ref. Group	Number of Items
Analysis			
Geometric Relationships	55	74	1 item
Mathematical Sentences	42	53	3 items
Problem Solving/Reasoning	51	73	4 items
Application			
Translation			
Measurement	38	65	2 items
Interpretation			
Geometric Relationships	28	43	1 item
Measurement	36	63	3 items
Mathematical Sentences	42	57	6 items
Problem Solving (Ratio/Percents)	35	58	8 items
Analysis			
Problem Solving/Reasoning	33	61	5 items

Appendix 7

Median Scores Expressed as National Percentiles and Stanines
Differential Aptitude Tests, Form S, Grade 9
SY's 1973, 1974, 1975, 1976

SKILL	Males								Females							
	National %ile				Stanine				National %ile				Stanine			
	'73	'74	'75	'76	'73	'74	'75	'76	'73	'74	'75	'76	'73	'74	'75	'76
Verbal Reasoning	20	20	25	20	3	3	3	3	20	20	20	20	3	3	3	3
Numerical Ability	15	25	30	30	2	4	4	4	15	25	25	20	2	4	4	3
Verbal + Numerical	15	20	20	20	2	3	3	3	15	15	15	15	2	3	3	3
Abstract Reasoning	25	25	25	25	4	4	4	4	25	25	25	25	4	4	4	4
Clerical Spd. + Accuracy	20	45	45	45	4	5	5	5	20	60	55	55	3	6	5	5
Mechanical Reasoning	15	20	15	15	3	3	3	3	30	20	20	15	3	3	3	3
Space Relations	25	30	35	35	4	4	4	4	20	30	30	30	4	4	4	4
Spelling	20	20	25	20	3	3	4	3	20	25	25	20	3	4	3	3
Language Usage	20	25	30	25	3	4	4	4	15	25	25	20	3	4	4	3

Number Tested	Males		Females	
	'73 - 2593	'74 - 2629	'73 - 3037	'74 - 3137
	'75 - 3865	'76 - 4045	'75 - 4560	'76 - 4621

Appendix 8

Number and Percent of Male Students Scoring Within Selected Percentiles
Differential Aptitude Tests, Forms S - Grade 9, Fall Norms

December 1975

%ile Range	Verbal Reasoning	Numerical Ability	Verbal + Numerical	Abstract Reasoning	Clerical Spd. Accuracy	Mechanical Reasoning	Space Relation	Spelling	Language Usage
90th and Above	52 1.3%	69 1.8%	49 1.3%	76 2.0%	1045 27.3%	29 0.7%	91 2.4%	135 3.6%	70 1.9%
89th to 75th	84 2.1%	141 3.6%	65 1.7%	218 5.7%	251 6.6%	48 1.2%	133 3.6%	121 3.2%	93 2.5%
74th to 50th	329 8.1%	500 12.6%	371 9.6%	635 16.5%	593 15.5%	257 6.6%	942 25.3%	629 16.8%	594 16.1%
49th to 25th	1445 35.7%	1612 40.7%	1007 26.0%	1351 35.2%	710 18.5%	856 22.1%	1155 31.0%	847 22.7%	1469 39.7%
24th to 10th	1073 26.5%	611 15.4%	1333 34.4%	1043 27.2%	725 18.9%	1426 36.8%	852 22.9%	977 26.1%	931 25.1%
Below 10th	1062 26.3%	1023 25.9%	1045 27.0%	514 13.4%	505 13.2%	1262 32.6%	550 14.8%	1034 27.6%	545 14.7%
Number	4045	3956	3870	3837	3829	3878	3723	3743	3702

Appendix 8 - continued

Number and Percent of FEMALE Students Scoring within Selected Percentiles
Differential Aptitude Tests, Form S - Grade 9, Fall Norms

%ile Range	Verbal Reasoning	Numerical Ability	Verbal + Numerical	Abstract Reasoning	Clerical Spd. + Accuracy	Mechanical Reasoning	Space Relations	Spelling	Language Usage
90th and Above	135 2.9%	75 1.6%	43 1.0%	149 3.3%	1343 30.3%	28 0.6%	84 2.0%	172 3.9%	81 1.9%
90th to 75th	145 3.2%	213 4.7%	96 2.1%	235 5.3%	352 7.9%	104 2.3%	188 4.3%	257 5.9%	151 3.5%
75th to 50th	264 5.7%	533 11.7%	377 8.4%	600 13.5%	686 15.5%	318 7.1%	828 18.9%	702 16.0%	575 13.2%
50th to 25th	1148 24.8%	1418 31.0%	1115 24.9%	1420 31.9%	734 16.6%	1430 32.0%	1545 35.3%	983 22.4%	1315 30.5%
25th to 10	2103 45.5%	1354 29.6%	1706 38.2%	1288 28.9%	632 14.2%	1283 28.7%	902 20.6%	1163 26.5%	1410 32.7%
Below 10th	826 17.9%	977 21.4%	1134 25.4%	764 17.1%	686 15.5%	1313 29.3%	828 18.9%	1112 25.3%	784 18.2%
Number	4621	4570	4471	4456	4433	4476	4375	4389	4316

Appendix 9

MATHEMATICS OBJECTIVES MASTERED BY LESS THAN 50% OF STUDENTS TAKING THE PRESCRIPTIVE MATHEMATICS TEST ON GRADE LEVEL

OBJECTIVE	TESTING LEVEL								
Sets and Numbers /System of Whole Numbers	A	B	C	D	E	F	G	H	J
Cardinality-Grouped (*)	x	x	x	x					
Greater Than/Equal/Less Than	x	x							
Subsets/Whole Numbers/Identify	x						x	x	x
Order of Numbers	x		x						
Betweenness/Greater/Less Than	x	x		x					
Equivalent Parts of a Set/ halves fourths, thirds (*)	x	x	x						
½, ¼, and 1/3 of a set	x	x	x						
Odd/Even Numbers		x		x					
Sums/Difference-GT/=/LT Symbols		x							
Number Sequences		x	x						
Equivalent Fractions			x	x					
Terms of a Fraction (*)				x					
Fraction/Greater Than 1				x					
Like Fractions (*)				x					
Identify 1/10ths / 1/100ths				x					
Multiples					x		x	x	x
Common Multiples					x		x		
Least Common Multiples					x	x	x	x	x
Least Common Multiple-2 non-Multiples					x				
Least Common Multiple-3 non-Multiples					x				
Numbers Divisible by 3, 9					x				
Factors/Common Factors					x		x		
Greatest Common Factor					x		x	x	x
Primes/Prime Factors					x	x	x	x	x
Primes/Composites					x	x	x		
Division as Fractions					x				
Fractional Values					x				
Like/Unlike Fractions					x				
Fraction Products						x			
Ratio						x			
Value Symbols							x		
Closure							x		
Properties of One							x		
Properties of Zero							x		
Fundamentals of Operations							x		
Operations/Word Problems							x		
Perfect Square							x		
Square Root							x		
Factoring							x		
Number Pairs/Prime							x		
Patterns								x	x
Sequences/Missing Terms									x

(*)These objectives have been identified by the Division of Research and Evaluation as requiring further item analysis before conclusions of student mastery can be drawn.

Appendix 9 - continued

OBJECTIVE	TESTING LEVEL								
	A	B	C	D	E	F	G	H	J
Numeration									
Place Value/Face Value/6 Digit/ 9 Digit (*)	x	x	x	x	x	x			
Different Names for a Number (*)	x	x	x						
Expanded Notation (*)		x	x						
Renaming Numerals/Renaming Numbers (*)		x	x	x	x				
Rounding/Rounding Off-4 Digit/7 Digit/ Specified Place Value/Incl. Decimal			x	x	x	x	x		x
Roman/Arabic Numerals (*)			x	x	x	x			
Numbers Through Ten Thousands				x	x				
Powers of Ten (*)				x	x				
Simplify Fractions					x				
Rename Fractions					x				
Fractions/Whole Numbers					x				
Naming Common Fractions					x				
One's Place/Decimals					x				
Fractions to Decimals					x				
Exponential Notation						x			
Bars/Roman Numerals						x			
Fractions						x			
Place Identification						x			
Decimal Fractions						x			
Simplify Decimal Fraction						x			
Fractions to Percents						x			
Fraction as Ratio						x			
Roman/Egyptian Numerals							x		
Expanded Notation							x		x
Numbers Through Billions							x		
Other Bases/Base 10 to Other Bases							x		x
Convert to Other Measures							x		
Other Bases/Add/Subtract/Operations							x		x
Expressions to Numerals									x

Scientific Notation									
Exponential Form								x	
Polynomial Form								x	
Scientific Notation								x	
Operation/Scientific Notation								x	

Appendix 9 - continued

OBJECTIVE	TESTING LEVEL								
	A	B	C	D	E	F	G	H	J
Operations and Their Properties/Sets/ System of Non-Negative Rational Numbers/ Real and Irrational Numbers.									
True Number Sentences +/-/=	x	x							
Subtract 1-Digit from 10 or Less/ 18 or Less	x	x							
Zero - Identity Element	x								
Commut./Assoc. Property-Addition (*)	x	x							
Add 2-Digit, No Regrouping (*)	x	x							
Subtract Two 2-Digit	x								
Addition/Subtraction Number Line (*)		x							
Add Four 2-Digit		x							
Add Two 3-Digit		x	x						
Subtract 1,2,3-Digit from 3-Digit		x	x						
Add 1 or 2-Digit to 2-Digit (*)		x							
Subtract 1,2-Digit from 2-Digit (*)		x	x						
True Number Sentences - Multiply, Divide, Equal Symbols			x						
Multiplication/Division Number Line			x						
Multiply 2-Digit by 1-Digit			x						
Divide 1-Digit, Remainder			x						
Divide 19 or Less by 1-Digit,Remainder			x						
Commut./Assoc. Prop/0 ID Elem-Add (*)				x					
Commut./Assoc. Dist/1 ID Elem-Mult.(*)				x					
Subtract Through 10,000				x					
Multiply by Multiple of 10/100				x					
Multiply 2-Digit by 2-Digit (*)				x					
Multiply 3-Digit by 2-Digit (*)				x					
Divide/Division				x	x	x			
Fractional Part of Whole				x					
Add Fractions / Like				x					
Subtract Fractions / Like				x					
Multiplication/Multiply					x	x			
Divide by Multiple of 10					x				
Two-Digit Divisor					x				
Add Fractions					x	x			
Subtract Fractions					x	x			
Add Fractions / Unlike					x	x			
Subtract Fractions / Unlike					x				
Multiply Fractions						x			
Divide Fractions						x			
Operations/Decimal Fractions						x			
Multiply Decimal Fraction						x			
Divide Decimal Fraction						x			
Divide by Tenths						x			
Divide Decimal by Decimal						x			
Percent of Number						x			

(con't)

(con't)

OBJECTIVE	TESTING LEVEL								
	A	B	C	D	E	F	G	H	J
Operations and Their Properties/Sets/ System of Non-Negative Rational Numbers/ Real and Irrational Numbers									
Fraction							x		
Number Fraction							x		
Identity Element							x		
Reciprocal							x	x	x
Operations							x	x	x
Sequence of Fractions							x		
Ratio							x		
Proportions / Missing Elements							x		
Proportion							x		
Order of Decimals							x		
Fractions to Decimals							x		
Operations/Decimal Fractions							x		
Fractions/Word Problems							x		
Order								x	
Density								x	
Decimals								x	
Decimals to Fractions								x	
Complex Fractions								x	
Complex to Common Fractions								x	
Additive Inverse of Rationals								x	
Closure for Rationals								x	
Operations with Rationals								x	
Define Irrational Number								x	
Identify Irrational Number								x	
Classify Sets									x
Sets/Roster, Rule									x
Sets/Union, Intersections									x
Identify Number Sets									x
Number Sets/Subsets									x
Closure									x
Word Problems									x
Percent									
Fractions as Percents							x		
Common Fractions to Percent							x		
Missing Element/Percent Problems							x	x	x
Percent/Word Problems							x	x	
Fractions/Decimals to Percents								x	x
Percents/Proportions									x
Consumer Mathematics									x

OBJECTIVE	TESTING LEVEL								
Problem Solving	A	B	C	D	E	F	G	H	J
Solve Oral Word Problem/Written Word Problem	x	x		x	x	x			
Identify Open/Closed Sentence	x	x	x	x					
Solve Open Sentence - Addition (*)	x	x	x						
Sufficient Information				x	x	x			
Operations				x	x				
Solve Open Sentence				x	x	x			
Find the Average					x				
Find Amount of Tax					x				
Percent						x			
Open Sentence						x			
Measurement									
Clock - Hour/Half Hour	x								
Set of 12 - Dozen (*)	x								
Read Money Expressions	x		x						
Liquid Measure		x							
Convert Liquid Measure (*)		x							
Convert Measures			x	x	x				
Measurement - Nearest Half-Inch			x						
Temperature			x		x				
Time				x					
Date				x					
Add/Subtract Measures				x	x		x		
Hours					x				
Years					x				
Measurement Tables					x				
Standard Unit to Rational Number					x				
Multiply/Divide Money					x				
Line Graphs					x				
Perimeter/Polygon					x				
Perimeter/Rectangle					x				
Time Zones						x			
Denominate Number						x			
Ratios						x			
Proportions						x			
Operations on Money						x			
Centimeter/Inch						x			
Meter/Yard						x			
Measurement						x			
Area						x	x		
Area Formula						x			
Triangle Area						x			
Parallelogram Area						x			
Measure Line Segment							x		

(con't)

Appendix 9 - continued

(con't)

OBJECTIVE	TESTING LEVEL								
Measurement	A	B	C	D	E	F	G	H	J
Read Measurements							x		
Compare English/Metric							x		
Estimate Length							x		
Convert Within English System							x		
Convert Within Metric System							x		
Perimeter							x		
Circumference							x		x
Convert Square Measurements							x		
Volume							x		
Convert Cubic Measurements							x		
Identify Formulas								x	
Use Formulas								x	
Word Problems/Formulas								x	
Graphs and Statistics/Probability and Chance									
Mean/Median/Mode							x	x	x
Interpret Graphs							x		x
Sample Space									x
Probability Ratio									x
Probability/Two Events									x
Number Sentences - Equations and Inequalities/Introduction to Algebra									
Word to Number Sentence								x	
Number to Word Sentence								x	
Classify Sentences								x	
Equations/Inequalities								x	
Solution Sets/Sentences								x	
Algebra/Word Phrases									x
Algebraic Expressions									x
Variables									x
Equations									x
Simple Equations									x
Integer Operations									x
Algebraic Operations									x

Appendix 9 - continued

OBJECTIVE	TESTING LEVEL								
	A	B	C	D	E	F	G	H	J
Geometric Concepts/Informal Geometry/ Integers/Measurement/Indirect Measurement/ Ratio and Proportion/Polygons, Circles and Solids									
Line/Line Segment (*)	x			x					
Point on a Number Line (*)	x							x	
Characteristics - Square, Rectangle, Triangle, Circle			x						
Region			x						
Quadrilateral (*)				x					x
Ray				x					
Right Angle (*)				x					
Right Triangle (*)				x					
Parallel Lines					x				
Identify Parallelogram					x				
Classify Square					x				
Identify Triangles					x				
Circles/Related Terms					x				
Congruent Figures					x				
Classify Angles					x				
Identify Pyramid					x				
Polygon Vertices						x			
Polygons						x	x		x
Geometry/Basic Terms							x		
Line Position							x		
Line Relationships							x		
Angles							x		x
Name Polygons							x		
Classify Triangles							x		x
Sums of Angles							x		
Classify Quadrilaterals							x		
Circles							x		x
Identify Solids							x		
Identify Integers								x	
Label Point on Line								x	
Order of Integers								x	
Absolute Value								x	
Additive Inverse								x	
Closure Within Integers								x	
Operations With Integers								x	
Locate Point in Plane								x	
Name Point in Plane								x	
Identify Curves/Plane								x	
Points/Lines/Planes								x	
Area/Prism, Cube, Cylinder								x	
Area/Pyramid, Cone, Sphere								x	
Volume/Prism, Cylinder								x	
Volume/Cone, Pyramid, Sphere								x	

(con't)

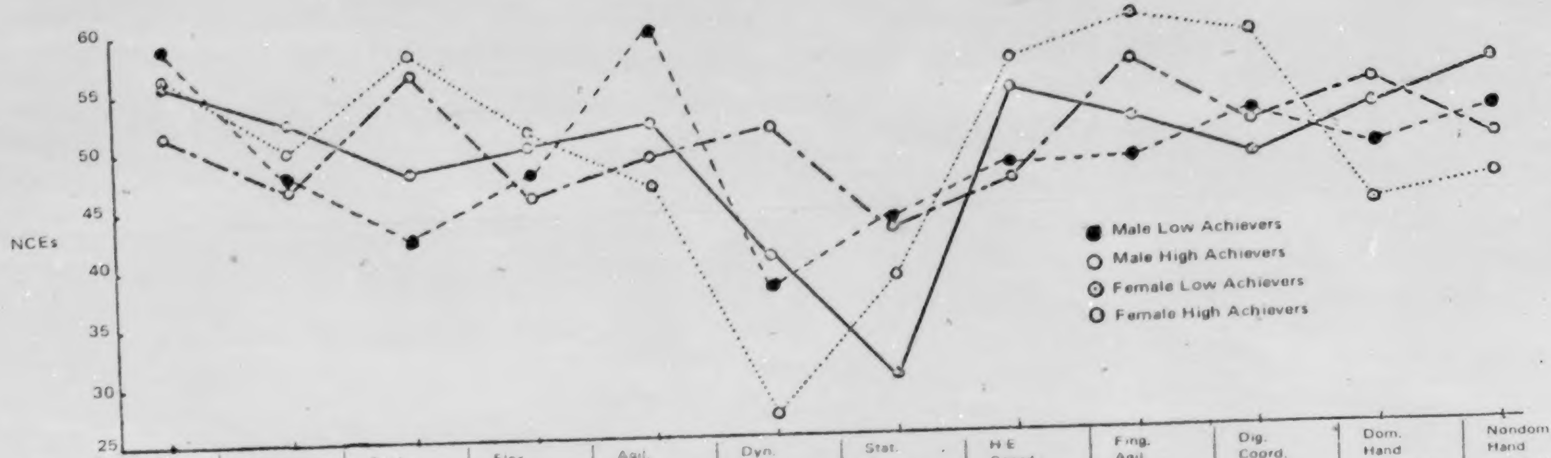
Appendix 9 - continued

(con't)

OBJECTIVE	TESTING LEVEL A	B	C	D	E	F	G	H	J
Geometric Concepts/Informal Geometry/ Integers/Measurement/Indirect Measurement/ Ratio and Proportion/Polygons, Circles and Solids									
Precision/Error								x	
Error/Digits								x	
Similar Polygons								x	
Parts of Similar Polygons								x	
Proportions								x	x
Factor Square Root								x	
Approximate Square Root								x	
Pythagorean/Identify								x	
Pythagorean Problem Solving								x	
Tangent Ratio/Identify								x	
Tangent Ratio/Problems								x	
Ratio									x
Proportion/Scales									x
Similar Triangles									x
Pythagorean Theorem									x
Polygon Identification									x
Missing Angles									x
Quadrilateral Subsets									x
Quadrilateral Angles/Sums									x
Perimeter and Area									x
Identify Space Figures									x
Surface Area									x
Volume of Space Figure									x

Appendix 10

PFS Profiles for High Achievers and Low Achievers by Sex

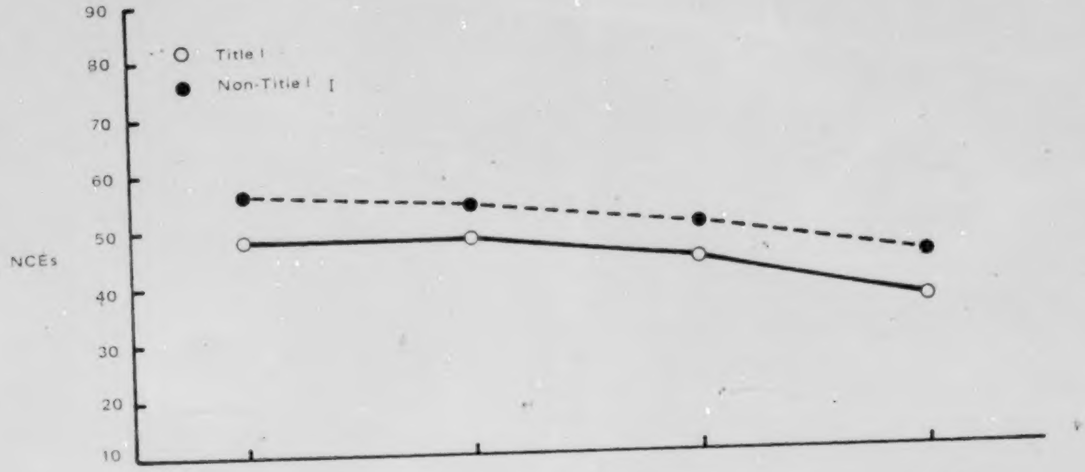


	Speed		Exp. Pow.		Card. End.		Flex.		Agil.	
	Low	High	Low	High	Low	High	Low	High	Low	High
MALES $\bar{X}$	58.7	51.7	48.0	46.4	42.6	57.1	47.7	46.0	59.4	48.8
S.D.	22.3	20.1	13.1	23.8	26.9	16.0	27.0	25.5	26.1	11.4
N	43	19	43	19	43	19	43	19	43	19
FEMALES $\bar{X}$	56.3	56.1	50.1	53.2	57.9	47.7	51.1	50.8	47.0	51.7
S.D.	16.9	22.2	19.0	22.1	17.6	23.3	29.4	21.8	17.8	23.2
N	20	38	20	38	20	38	20	38	20	38

	Dyn. Str.		Stat. Str.		H.E. Coord.		Fing. Agil.		Dig. Coord.		Dom. Hand		Nondom. Hand	
	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
MALES $\bar{X}$	37.9	50.7	43.0	42.3	48.2	46.7	47.7	55.7	51.3	50.2	48.5	54.0	51.0	49.3
S.D.	20.4	30.5	28.0	28.3	22.7	21.6	23.21	17.5	23.4	17.9	20.0	30.4	20.0	17.9
N	43	19	43	19	43	19	43	19	43	19	43	19	43	19
FEMALES $\bar{X}$	27.1	40.0	38.4	29.7	56.3	54.2	59.1	50.5	58.2	48.3	43.5	51.7	48.8	55.0
S.D.	26.9	30.6	33.1	28.9	26.2	22.0	17.2	19.4	15.3	15.1	17.2	24.6	18.5	23.5
N	20	38	20	38	20	38	20	38	20	38	20	38	20	38

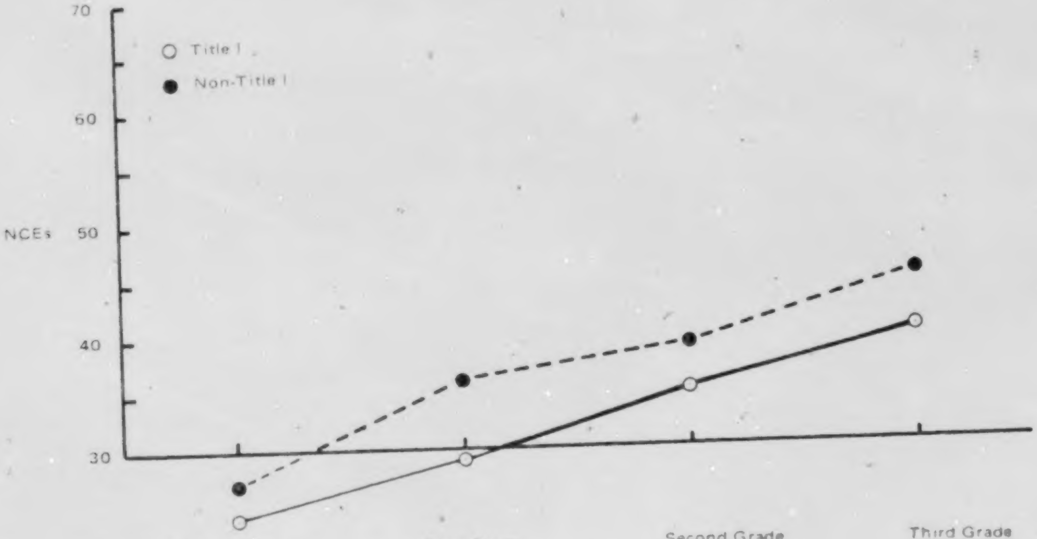
Appendix 11

Mean NCE Scores for Title I and Non-Title I Students on the SOS Self Acceptance Subscale by Grade Level



	Kindergarten		First Grade		Second Grade		Third Grade	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
X̄	49	53	49	52	47	50	43	47
S.D.	15.6	14.2	16.8	16.3	17.6	17.7	18.5	19.5
N	772	107	1896	955	1684	894	1555	735

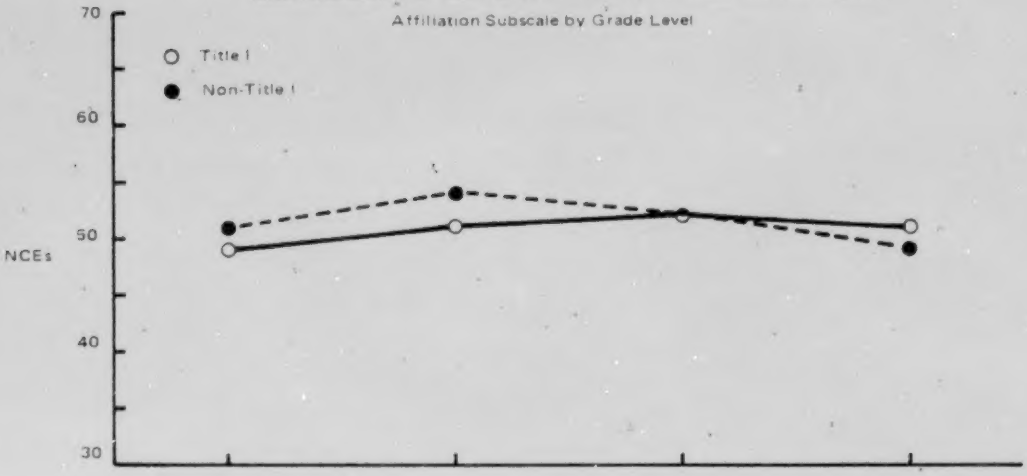
Mean NCE Scores for Title I and Non-Title I Students on the SOS Social Maturity Subscale by Grade Level



	Kindergarten		First Grade		Second Grade		Third Grade	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
X̄	24	27	29	36	35	39	40	45
S.D.	16.2	16.7	17.4	18.6	18.3	18.5	19.2	18.3
N	772	107	1806	955	1684	894	1555	735

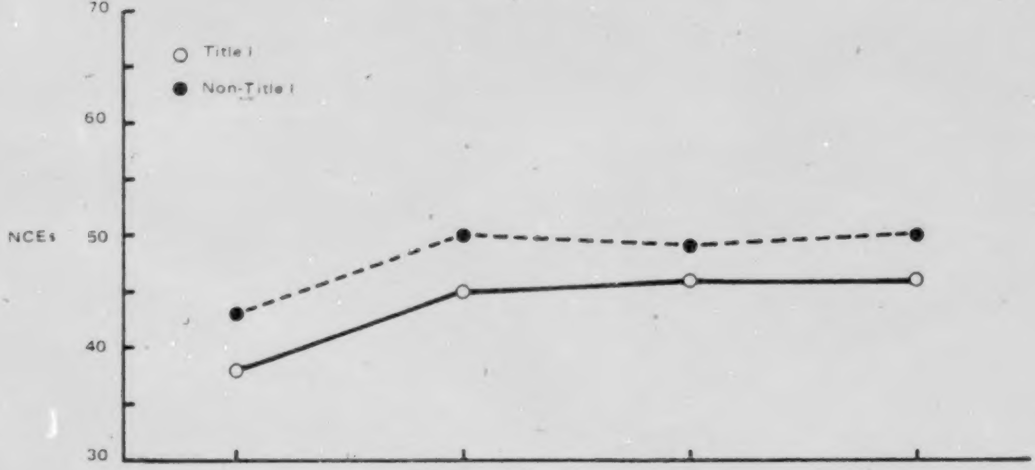
Appendix 11 - continued

Mean NCE Scores for Title I and Non-Title I Students on the SOS School Affiliation Subscale by Grade Level



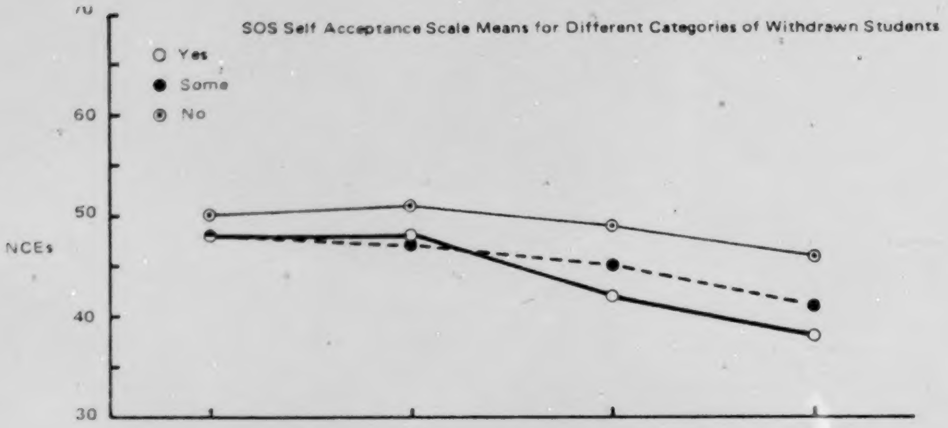
	Kindergarten		First Grade		Second Grade		Third Grade	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
$\bar{X}$	49	51	51	54	52	52	51	41
S.D.	16.5	15.5	18.1	17.5	19.0	20.2	20.2	21.9
N	772	107	1806	955	1684	894	1555	735

Mean NCE Scores for Title I and Non-Title I Students on the SOS Self Security Subscale by Grade Level

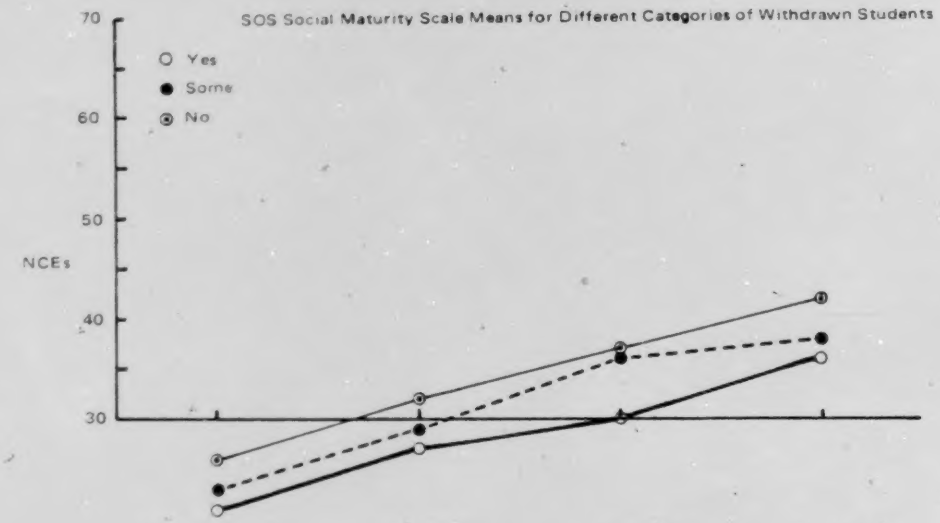


	Kindergarten		First Grade		Second Grade		Third Grade	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
$\bar{X}$	38	43	45	50	46	49	46	50
S.D.	19.2	20.1	17.4	17.7	16.7	17.1	17.7	17.8
N	772	107	1806	955	1684	894	1555	735

Appendix 11 - continued


SOS Self Acceptance Scale Means for Different Categories of Withdrawn Students

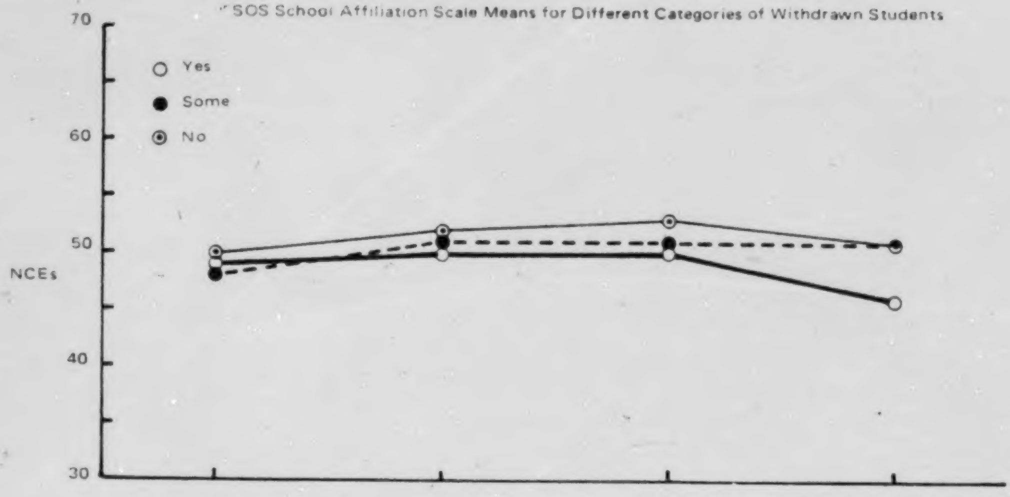
	Kindergarten			First Grade			Second Grade			Third Grade		
	Yes	Some	No	Yes	Some	No	Yes	Some	No	Yes	Some	No
X̄	48	48	50	48	47	51	42	45	49	38	41	46
S.D.	13.8	16.6	15.7	16.4	16.6	16.8	19.3	17.7	17.6	17.7	19.0	18.6
N	36	104	825	225	354	2460	158	349	2362	130	304	2094


SOS Social Maturity Scale Means for Different Categories of Withdrawn Students

	Kindergarten			First Grade			Second Grade			Third Grade		
	Yes	Some	No	Yes	Some	No	Yes	Some	No	Yes	Some	No
X̄	21	23	26	27	29	32	30	36	37	36	38	42
S.D.	16.3	16.0	16.9	16.7	17.4	18.3	17.6	19.5	18.6	19.6	19.3	18.8
N	36	104	825	225	354	2460	158	349	2362	130	304	2094

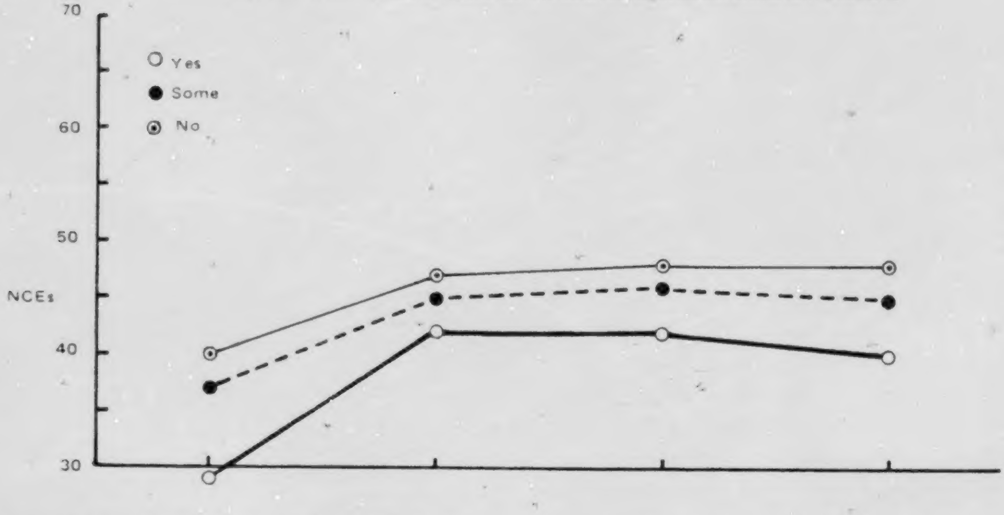
Appendix 11 - continued

SOS School Affiliation Scale Means for Different Categories of Withdrawn Students



	Kindergarten			First Grade			Second Grade			Third Grade		
	Yes	Some	No	Yes	Some	No	Yes	Some	No	Yes	Some	No
$\bar{X}$	49	48	50	50	51	52	50	51	53	39	49	52
S.D.	15.6	17.0	16.3	16.8	17.2	18.1	19.0	20.0	19.4	21.7	20.6	20.5
N	36	104	825	225	354	2460	158	349	2362	130	304	2094

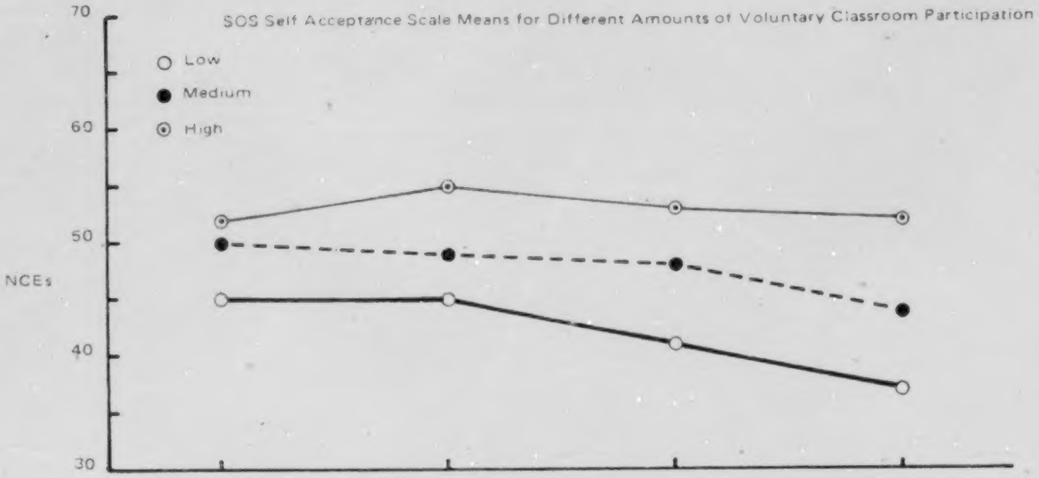
SOS Self Security Scale Means for Different Categories of Withdrawn Students



	Kindergarten			First Grade			Second Grade			Third Grade		
	Yes	Some	No	Yes	Some	No	Yes	Some	No	Yes	Some	No
$\bar{X}$	29	37	40	42	45	47	42	46	48	40	45	48
S.D.	18.4	20.3	19.6	18.7	17.0	17.7	17.0	16.8	16.8	16.5	16.6	17.9
N	36	104	825	225	354	2460	158	349	2362	130	304	2094

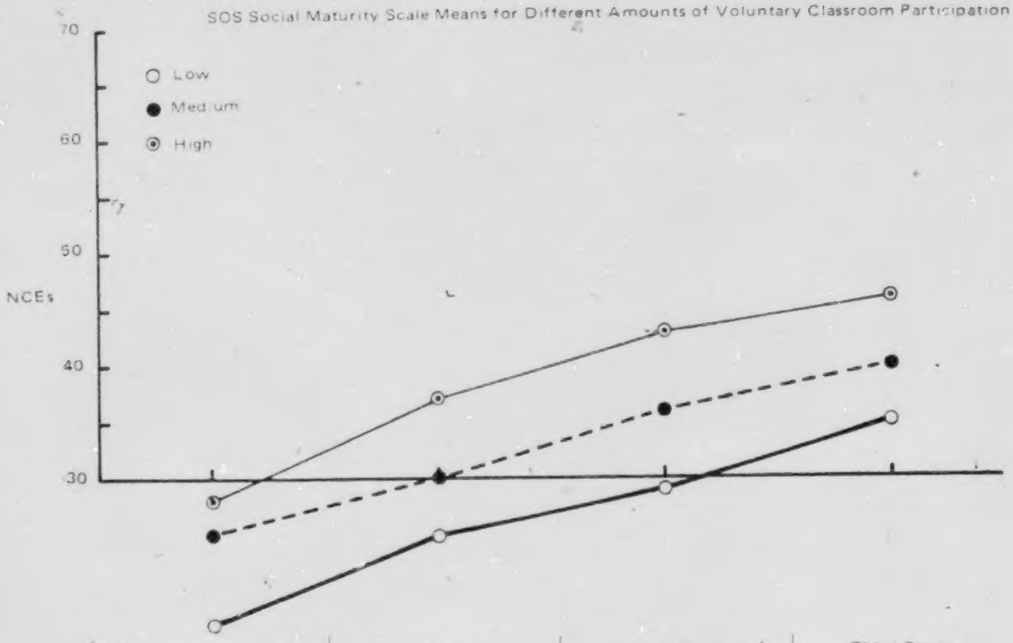
Appendix 11 - continued

SOS Self Acceptance Scale Means for Different Amounts of Voluntary Classroom Participation



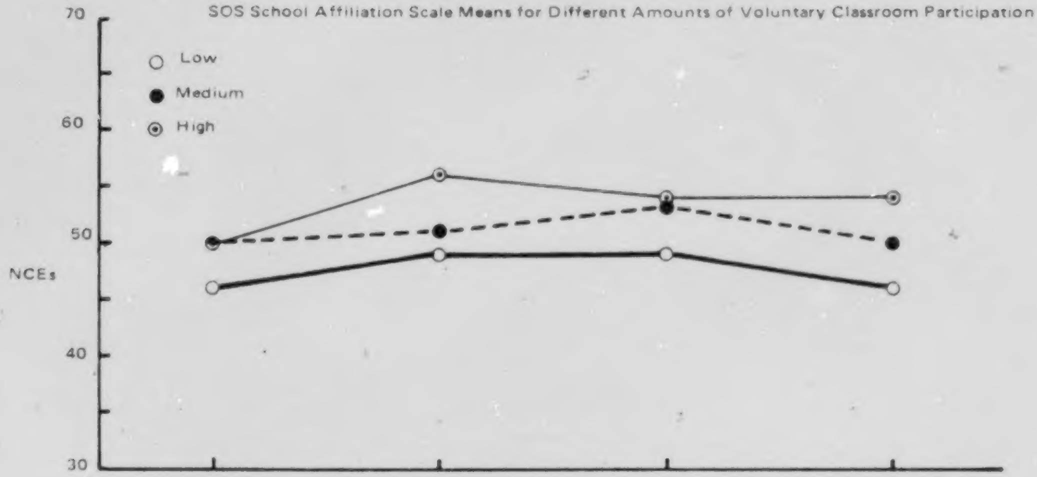
	Kindergarten			First Grade			Second Grade			Third Grade		
	Low	Med.	High	Low	Med.	High	Low	Med.	High	Low	Med.	High
$\bar{X}$	45	50	52	45	49	55	41	48	53	37	44	52
S.D.	15.2	15.2	15.2	15.6	17.1	15.3	18.2	17.0	17.4	19.4	19.0	17.1
N	98	276	242	400	819	603	293	862	609	247	800	504

SOS Social Maturity Scale Means for Different Amounts of Voluntary Classroom Participation

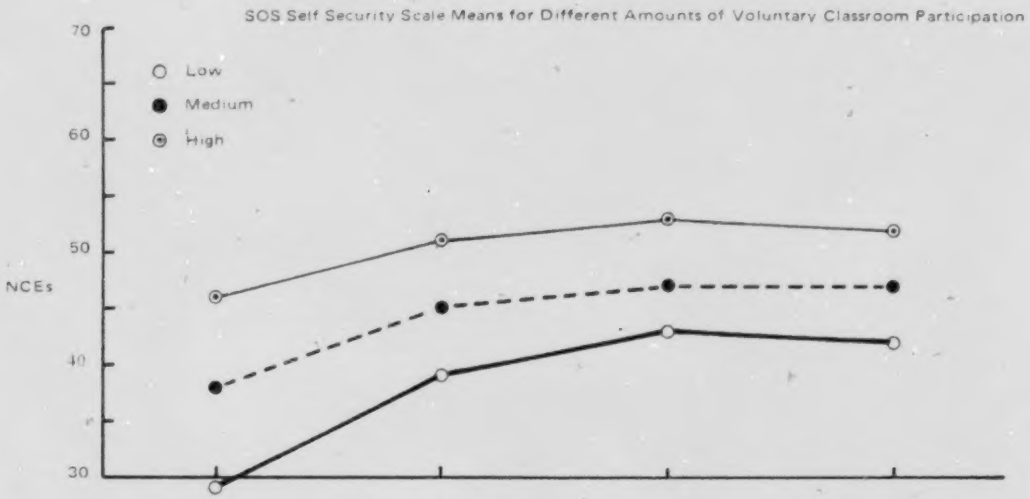


	Kindergarten			First Grade			Second Grade			Third Grade		
	Low	Med.	High	Low	Med.	High	Low	Med.	High	Low	Med.	High
$\bar{X}$	17	25	28	25	30	37	29	36	43	35	40	46
S.D.	15.2	16.0	16.8	16.5	17.4	19.6	17.8	18.1	18.1	20.3	18.0	19.0
N	98	276	242	400	819	603	293	862	609	247	800	504

Appendix 11 - continued

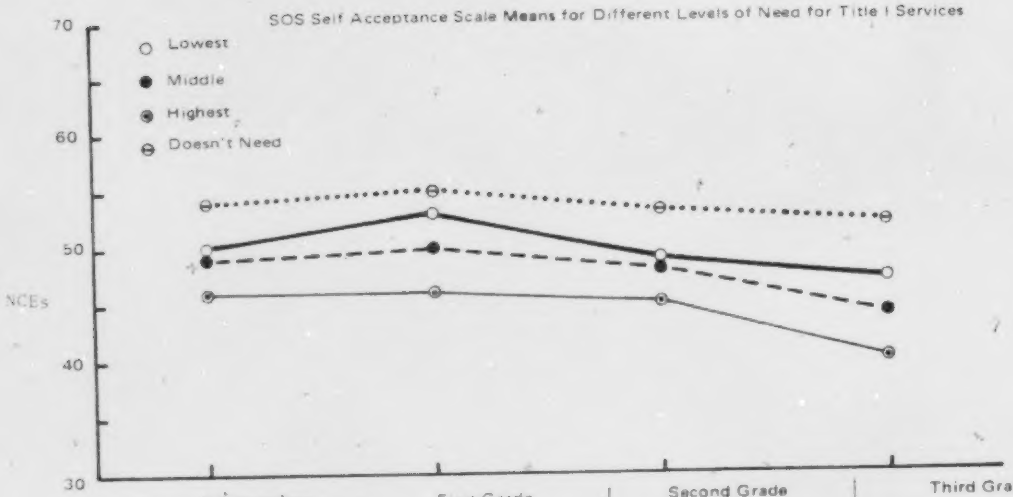


	Kindergarten			First Grade			Second Grade			Third Grade		
	Low	Med.	High	Low	Med.	High	Low	Med.	High	Low	Med.	High
$\bar{X}$	46	50	50	49	51	56	49	53	54	46	50	54
S.D.	16.9	15.8	17.1	18.0	17.9	17.7	19.7	18.5	20.2	21.6	21.1	19.8
N	98	276	242	400	819	603	293	862	609	247	800	504

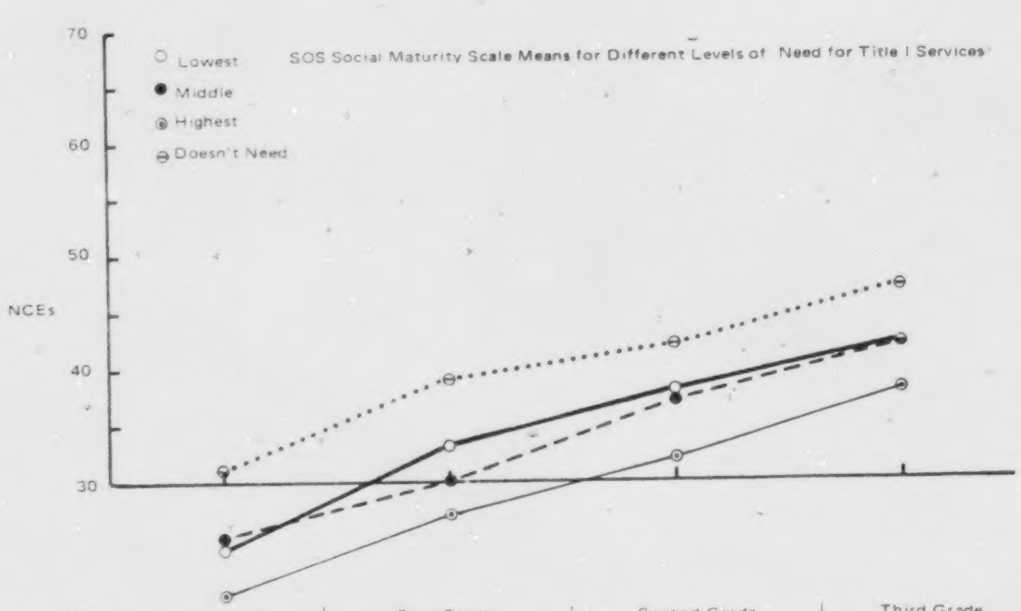


	Kindergarten			First Grade			Second Grade			Third Grade		
	Low	Med.	High	Low	Med.	High	Low	Med.	High	Low	Med.	High
$\bar{X}$	29	38	46	39	45	51	43	47	53	42	47	52
S.D.	19.7	19.1	19.1	17.2	17.4	17.4	16.1	16.6	16.9	17.5	17.5	17.7
N	98	276	242	400	819	603	293	862	609	247	800	504

Appendix 11 - continued


SOS Self Acceptance Scale Means for Different Levels of Need for Title I Services

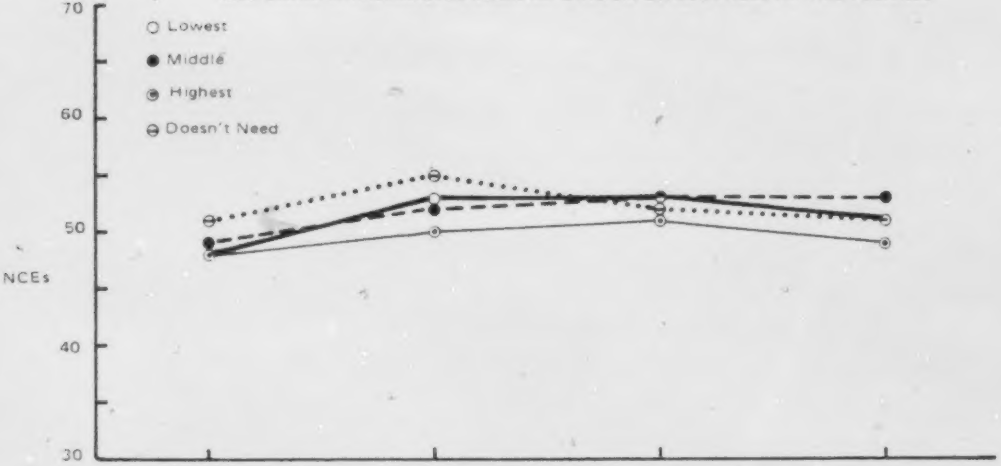
	Kindergarten				First Grade				Second Grade				Third Grade			
	Doesn't Need	Low	Med.	High	Doesn't Need	Low	Med.	High	Doesn't Need	Low	Med.	High	Doesn't Need	Low	Med.	High
X̄	53.7	49.6	48.5	45.6	54.6	52.7	49.7	46.3	52.9	49.2	48.1	44.6	51.5	46.9	44.4	40.3
S.D.	15.6	16.5	15.4	15.0	17.2	15.8	16.5	16.2	17.2	17.0	17.2	18.1	17.4	18.5	18.6	18.7
N	252	170	310	232	594	532	841	1068	561	491	822	980	446	497	763	857


SOS Social Maturity Scale Means for Different Levels of Need for Title I Services

	Kindergarten				First Grade				Second Grade				Third Grade			
	Doesn't Need	Low	Med.	High	Doesn't Need	Low	Med.	High	Doesn't Need	Low	Med.	High	Doesn't Need	Low	Med.	High
X̄	31.3	24.1	24.7	19.5	39.0	33.0	30.3	27.1	42.0	38.1	36.5	32.3	47.3	42.1	41.8	37.8
S.D.	17.7	15.5	16.2	15.2	18.8	17.7	17.7	16.7	18.6	18.6	18.6	18.0	18.8	18.4	18.2	19.3
N	252	170	310	232	594	532	841	1068	561	491	822	980	446	497	763	857

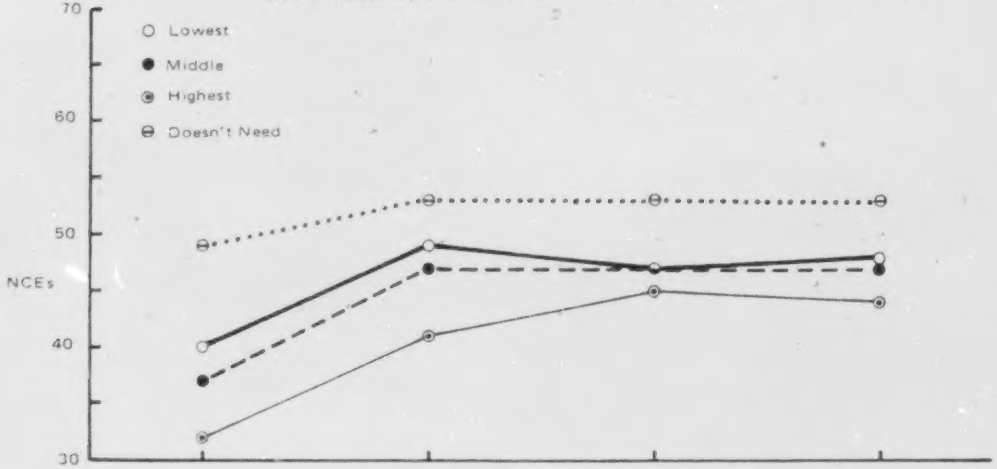
Appendix 11 - continued

SOS School Affiliation Scale Means for Different Levels of Need for Title I Services



	Kindergarten				First Grade				Second Grade				Third Grade			
	Doesn't Need	Low	Med.	High	Doesn't Need	Low	Med.	High	Doesn't Need	Low	Med.	High	Doesn't Need	Low	Med.	High
$\bar{X}$	51.3	48.3	49.3	47.7	55.0	52.7	51.8	50.2	52.5	52.8	53.1	51.3	50.8	50.8	52.6	49.4
S.D.	17.1	16.4	16.0	15.9	18.6	17.2	18.1	17.6	20.2	19.0	19.4	19.2	21.8	20.7	19.0	21.1
N	252	170	310	232	594	532	841	1068	561	491	822	980	446	497	763	857

SOS Self Security Scale Means for Different Levels of Need for Title I Services



	Doesn't Need	Low	Med.	High	Doesn't Need	Low	Med.	High	Doesn't Need	Low	Med.	High	Doesn't Need	Low	Med.	High
$\bar{X}$	48.9	40.5	36.6	32.1	53.0	48.9	46.6	41.2	53.3	47.2	47.2	44.6	52.9	48.3	46.9	43.9
S.D.	19.6	17.9	18.2	18.7	17.2	16.5	17.1	17.5	17.2	17.0	16.8	16.2	17.5	17.4	17.3	17.8
N	252	170	310	232	594	532	841	1068	561	491	822	980	446	497	763	857

Appendix 12

Numbers of Males Attaining Career Planning Scale Values

Differential Aptitude Tests, Form S - Grade 9
December 1975

MALES	SCALE VALUE				
Aptitude	1	2	3	4	5
Verbal Reas.	2975	718	242	76	34
Numer. Apt.	2548	810	451	110	37
Verbal + Num.	2993	507	284	53	33
Abstr. Reas.	2211	821	564	165	76
Cl. Spd. & Acc.	1542	540	451	480	816
Mech. Reas.	3134	410	257	62	15
Space Rel.	1830	992	677	169	55
Spelling	2374	577	536	184	72
Lang. Usage	2224	833	482	118	45

Scale Value 1 is lowest, 5 is highest

Appendix 12 - continued

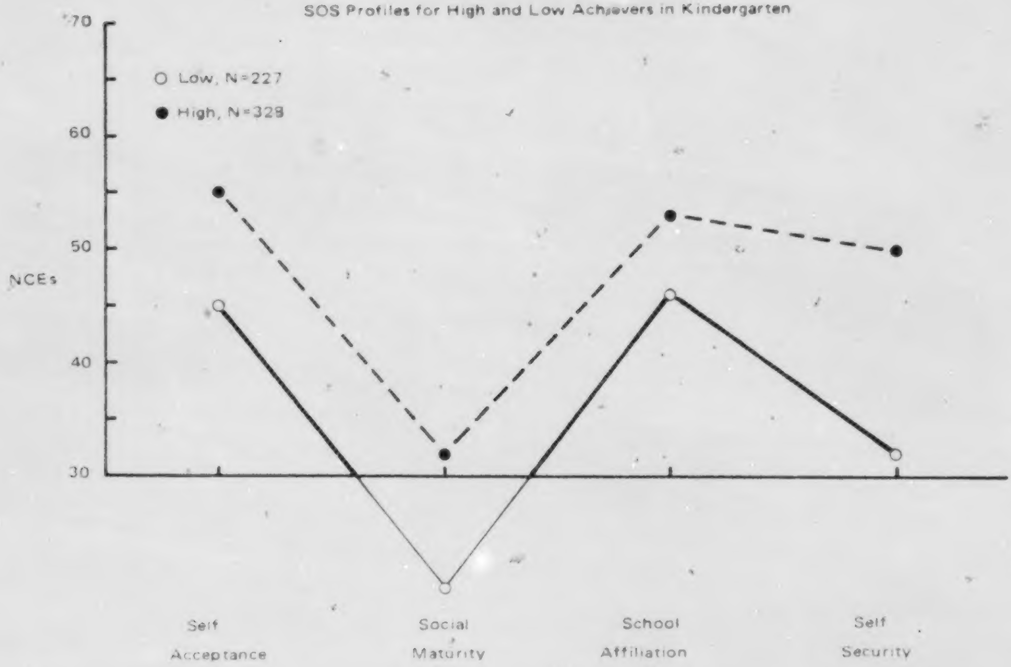
Numbers of Females Attaining Career Planning Scale Values[a]

Differential Aptitude Tests, Form S - Grade 9
December 1975

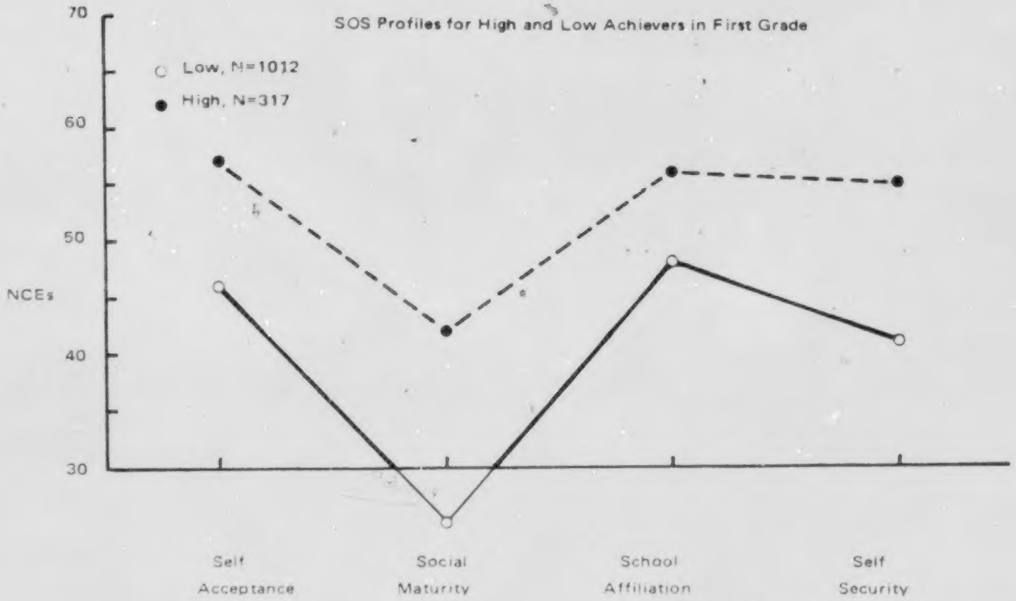
FEMALES	SCALE VALUE				
Aptitude	1	2	3	4	5
Verb. Reas.	3437	763	306	81	34
Numer. Abil.	2967	906	507	149	41
Verbal + Numer.	3445	627	278	93	28
Abstr. Reas.	2727	878	600	180	71
Cl. Spd. & Acc.	1634	517	780	295	1207
Mech. Reas.	3457	652	283	63	21
Space Rel.	2322	1270	599	146	38
Spelling	2709	663	683	240	94
Lang. Usage	2940	668	537	125	46

Scale Value 1 is lowest, 5 is highest

Appendix 13

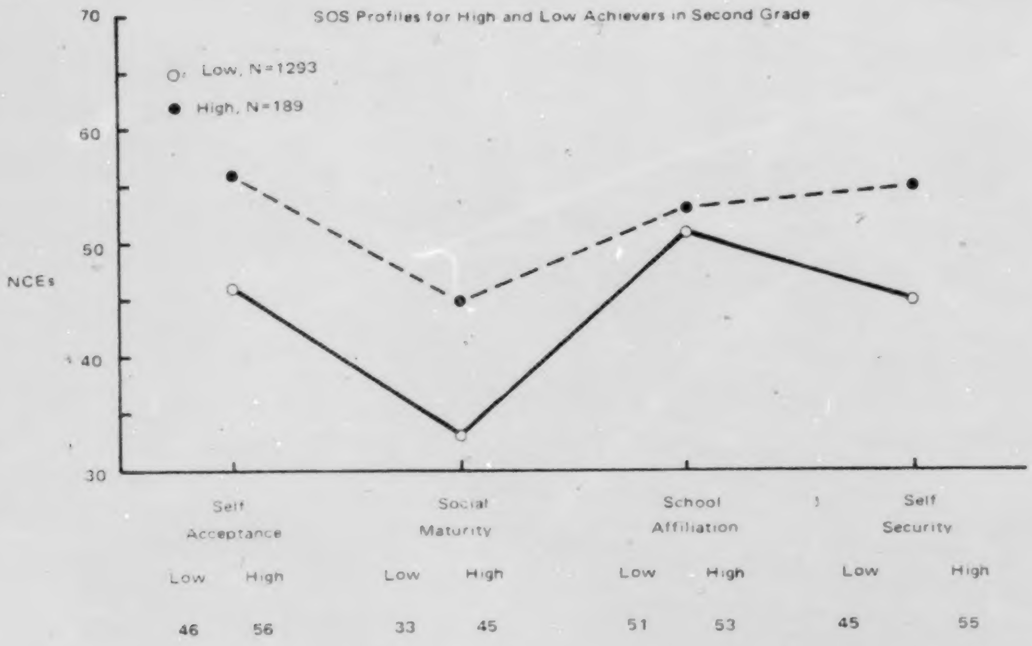

SOS Profiles for High and Low Achievers in Kindergarten

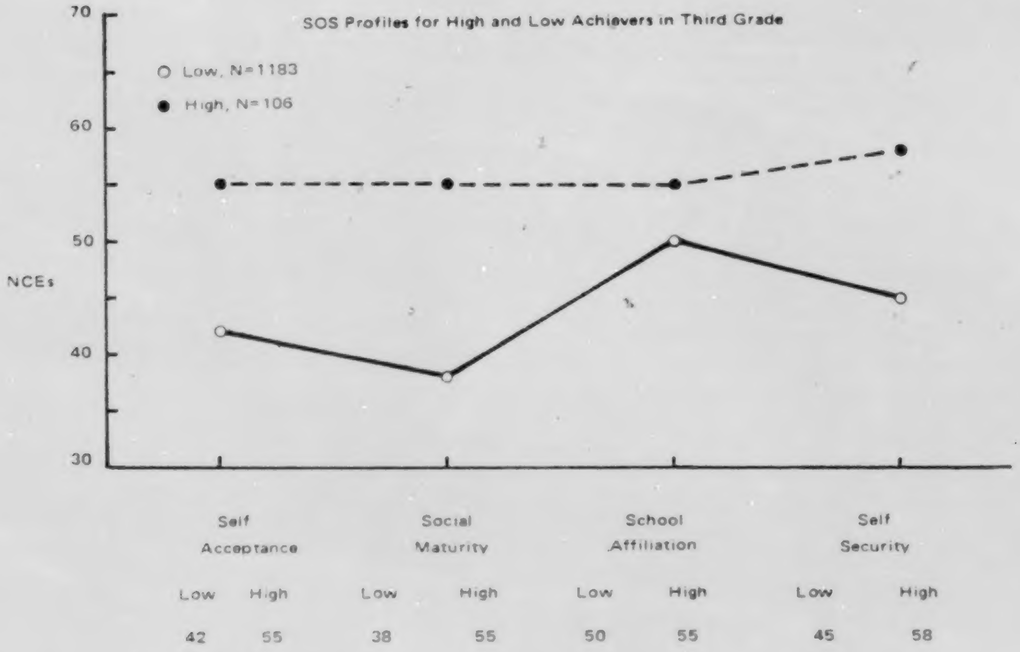
Self Acceptance		Social Maturity		School Affiliation		Self Security	
Low	High	Low	High	Low	High	Low	High
45	55	20	32	46	53	32	50


SOS Profiles for High and Low Achievers in First Grade

Self Acceptance		Social Maturity		School Affiliation		Self Security	
Low	High	Low	High	Low	High	Low	High
46	57	25	42	48	56	41	55

Appendix 13 - continued


SOS Profiles for High and Low Achievers in Second Grade


SOS Profiles for High and Low Achievers in Third Grade

Appendix 14

Rank Order of Percents of Mastery of the Criterion Portions of the Everyday Skills Tests

Grade 10, October 1976

READING SKILL	% OF MASTERY	RANK
Vocabulary on Labels	89	1
Telephone Directories	84	2
Store Directories	79	3
Preparation Directions	78	4
Ingredients	76	5
Medical Instructions	68	6.5
Job Want Ads	68	6.5
Meaning of Abbreviations	66	8
Outdoor Signs	64	9
Caution Labels	58	10
Transportation Schedules	53	11
Tax Forms	37	12
Job Applications	25	13
Fact vs Opinion in Newspaper	23	14
Driver's Handbook	19	15

MATHEMATICS SKILLS		
Currency	67	1
Spending Behavior	64	2
Cost Comparison	58	3
Travel Time	53	4
Time Calculation	36	5
Income Tax Calculations	20	6
Sales Tax	12	7
Discount Rate	11	8
Rate of Interest	7	9

POPULATION TRENDS

POPULATION TRENDS

AND

DEMOGRAPHIC DATA

The Division of Research and Evaluation

Public Schools of the District of Columbia

ESTIMATION OF STUDENT ENROLLMENT BY SCHOOL FOR SEPTEMBER 1977

Prepared by
Division of Research and Evaluation
February 25, 1977

Public Schools of the District of Columbia

ESTIMATION OF STUDENT ENROLLMENT BY SCHOOL FOR SEPTEMBER 1977

Enrollment projections by educational level of the school system have been prepared by the Division of Research and Evaluation using a trend analysis method. The total systemwide figure of projected membership in relation to the subsequent actual membership has proved to be very close. The estimated total enrollment for school year 1976-77 was 97.6% accurate.

Enrollment projections on a systemwide base can be done on a statistical trend method with a high degree of accuracy; however, such statistical projections on a small unit base as a school become much less precise. Therefore, the approach to enrollment projections by school must be one which takes into consideration as many related factors as is possible. In addition to the overall systemwide trends of membership changes, it is necessary to review population shifts, program plans, birth statistics, changes in housing, closing school buildings, the opening of new school facilities and other related factors. The information on the above is supplied by city agencies as well as school system personnel.

The complex procedure used by the Division of Research and Evaluation to estimate the student enrollment for September 1977 involved the following steps:

1. The estimated total student enrollment by grade level (K-12) for September 1977 was determined by using a trend analysis based on cohort survival ratios. These were determined by computing student survival rates from each grade to the next higher grade. This rate indicates the proportion of the cohort that survives to the following year. The official October membership data are used for each year. The kindergarten enrollments were analyzed to determine the percent that kindergarten enrollment was of the number of live births in the District of Columbia five years earlier.

   The systemwide projected enrollment for school year 1977-78 is 122,500. This total figure was used as the control.

2. Estimates of the numbers of students, by grade level, in each region were then calculated based on the student membership in each region.

   [Separate estimates of students in special programs (e.g. special education, career development centers, etc.) were based on the current situation of these programs.]

3. Estimates of the numbers of students by grade level in each school in each region were then calculated by reviewing the changes in enrollment from year to year since 1974.

4. After a preliminary figure representing the number of students estimated for each school in each region was determined, a meeting with the regional superintendents was held and each regional superintendent was asked to review and make necessary adjustments, if any, in the numbers based on population shifts, changes in school facilities, or program plans in their region.

5. After necessary adjustments in each school's preliminary enrollment figure were made, principals were sent a chart showing that figure and the membership trends which served as the basis for the enrollment projection. The principals were asked to indicate changes desired, if any, in the figure and provide specific data to justify the change (housing capabilities, programs, and in or out migration could be taken into consideration). Principals were asked to supply the grade levels affected and the number of students to be lost or gained.

6. Each principal's response was reviewed and suggested changes, particularly those due to an increase in housing capacity, were studied.

7. Discussions were held with appropriate school system personnel in order to determine final figures.

8. The result of the final review of the estimated figures for each school is presented in the attached document.

The Division of Research and Evaluation stresses emphatically that the estimates which have been developed and are presented in the document are on the basis of information available as of February 2, 1977. Situations are constantly changing; therefore, it is impossible to predict with 100% accuracy what the enrollment figures at each school will be at a point in time which is 7 months in the future. The enrollment estimates are guides; persons using them should understand that changes will occur and that provisions should be made for some flexibility.

In summary, the estimated enrollment figures by school have been developed by the Division of Research and Evaluation on the basis of statistical procedures and information provided by school principals, regional administrators, and central office administrators of the school system and by city government personnel. All data have been carefully reviewed and verified. The document is intended to provide assistance in planning for the educational program im the D. C. Public Schools for September 1977.

Prepared by
Division of Research and Evaluation
February 25, 1977

Public Schools of the District of Columbia

SYSTEM-WIDE SUMMARY OF ENROLLMENT ESTIMATES, BY LEVEL, FOR SEPTEMBER 1977

Level	September 1977 Estimated Enrollment
Elementary Schools (Pre-K-6)	65,825
Junior High Schools	29,435
Senior High Schools	21,480
Career Development Centers	2,100
Special Education[a/]	1,300
Other: Capitol Page	80
Ellington School of the Arts	600
Street Academies	280
STAY	1,430
Total	122,530

[a/] This category includes students on visiting instruction at home or in hospitals, as well as students in officially recognized special classes or schools for the handicapped.

Public Schools of the District of Columbia

ESTIMATES OF PRE-KINDERGARTEN PROGRAM ENROLLMENTS FOR SEPTEMBER 1977

The enrollment estimates for pre-kindergarten which are included in each region reflect a distribution of the 3,025 projected pre-kindergarten membership. The 3,025 represents the current membership and current available resources. Additional pre-kindergarten classes and teachers have been requested, however, these requests cannot be accommodated within the limitations of the resources now designated for pre-kindergarten. Resources would have to be redirected if the requests listed below for additional classes are to be fulfilled.

	Number of Students
Region I	10
Region II	104
Region III	50
Region IV	69
Region V	16
Region VI	0

Total Number of Additional Students.... 249

Public Schools of the District of Columbia

SUMMARY OF ENROLLMENT ESTIMATES, BY LEVEL, FOR

SEPTEMBER 1977

Region I

Level	September 1977 Estimated Enrollment	
Elementary Schools	17,725	(FTE 17,019)
Junior High Schools	6,119	
Senior High Schools	4,470	
Special Education[a]	55	
Total	28,369	

---

[a] This category includes students in officially recognized special classes for the handicapped meeting in regular elementary schools. See page 30.

Region I

ELEMENTARY SCHOOLS

Public Schools of the District of Columbia

ESTIMATED ENROLLMENTS FOR SEPTEMBER 1977

School	Estimated Full-Time Equivalent Enrollment**				Estimated Headcount* Total Pre-Kgn. - Grade 6
	Pre-Kindergarten	Kindergarten	Grades 1-6	Total	
Beers	18	60	451	529	547
Birney[a/]	14	80	660	754	754
Congress Heights[b/]	19	95	486	600	600
Draper	13	56	497	566	566
Friendship Ed. Complex [a/]	39	45	846	930	975
Garfield	0	82	560	642	642
Green	21	48	708	777	824
Hendley	0	63	648	711	773
Ketcham	0	43	667	710	752
Leckie	30	48	534	612	659
Malcolm X	14	85	672	771	771
McGogney	0	70	562	632	654
Moten	0	73	1,235	1,308	1,380
Nichols Avenue	0	96	206	302	302
Orr	19	44	529	592	654
Patterson	12	36	442	490	526
Randle Highlands	0	30	402	432	462
Savoy	0	49	638	687	687
Simon	20	48	580	648	695
Stanton	24	42	605	671	712
Terrell, M. C.[c/]	21	30	471	522	551
Turner	18	55	874	947	1,002
Washington Highland[d/]	17	132	818	967	967
Wilkinson	18	31	620	669	700
Winston[a/]	28	44	457	529	549
(Old Congress Heights)	21	0	0	21	21
Total	366[e/]	1,485	15,168	17,019	17,725

a/See Junior High School.

b/Does not include 25 TMR students.

c/Pupils temporarily housed in McGogney Annex. When the new building opens, adjustments in enrollments will have to be made to Terrell and the schools from which the students are transferred.

d/Does not include 30 TMR students.

e/Additional Pre-Kindergarten and Pre-School children are enrolled in classes supported by funds of outside agencies.

* Headcount is the number of different children.

**Full-Time Equivalent Enrollment is the number of students attending full day plus ½ the total number of different students attending ½ day.

2/77

Region I

JUNIOR HIGH SCHOOLS

Public Schools of the District of Columbia

ESTIMATED ENROLLMENTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
Douglass	1,495
Friendship Educational Complex[a]	609
Hart	1,324
Johnson	1,367
Kramer	1,050
Winston[a]	165
Sub-total	6,010
Jr. High School Programs housed in Elementary School Building	
Birney (Grades 7-8)	42
Jr. High School Programs housed in Senior High School Building	
Ballou (Grade 9)	67
Grand Total, Junior High	6,119

---

[a] See Elementary level.

Region I

SENIOR HIGH SCHOOLS

Public Schools of the District of Columbia

ESTIMATED ENROLLMENTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
Anacostia	1,449
Ballou[a], [b]	3,021
Total	4,470

---

[a] See Junior High level.

[b] When the boundary between Anacostia and Ballou Senior High School is adjusted and the renovation at Anacostia is completed, the student enrollments at both schools will be affected and this will necessitate a shift of students and staff.

Public Schools of the District of Columbia

SUMMARY OF ENROLLMENT ESTIMATES, BY LEVEL, FOR SEPTEMBER 1977

Region II

Level	September 1977 Estimated Enrollment	
Elementary Schools	7,576	(FTE 7,413)
Junior High Schools	3,459	
Senior High Schools	2,232	
Special Education[a]	10	
Total	13,277	

---

a/ This category includes students in officially recognized special classes or schools for the handicapped meeting in regular elementary schools. See page 30.

Region II

Public Schools of the District of Columbia

ELEMENTARY SCHOOLS

ESTIMATED ENROLLMENTS FOR SEPTEMBER 1977

School	Estimated Full-Time Equivalent Enrollment**				Estimated Headcount* Total Pre-Kgn. - Grade 6
	Pre-Kindergarten	Kindergarten	Grades 1-6	Total	
Adams	41	53	343	437	437
Amidon	12	36	264	312	338
Bancroft	0	38	510	548	586
Bowen	44	60	365	469	469
Brent a/, b/	10	43	250	303	313
Cooke, H.D.	40	95	587	722	722
Eaton a/	15	39	244	298	298
Giddings b/	18	30	194	242	242
Hardy a/	0	0	56	56	56
Hearst	20	20	142	182	182
Hyde	4	34	87	125	128
Janney	7	30	187	224	230
Key	20	27	101	148	148
Lafayette	0	50	567	617	617
Mann	25	26	165	216	216
Morgan & Annex c/	19	54	295	368	368
Murch	19	71	377	467	485
Oyster	21	28	297	346	346
Ross	0	17	127	144	161
Stevens	15	16	144	175	205
Stoddert	15	45	98	158	173
Syphax	0	82	400	482	482
Thomson	18	54	302	374	374
Total	363	948	6,102	7,413	7,576

a/See Junior High level.

b/Does not include 10 TMR students.

c/The new Morgan will be opening in September 1977 which may necessitate moving students and staff from other schools.

* Headcount is the number of different children.

**Full-Time Equivalent Enrollment is the number of students attending full day plus ½ the total number of different students attending ½ day.

Region II

Public Schools of the District of Columbia

JUNIOR HIGH SCHOOLS

ESTIMATED ENROLLMENTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
Deal	1,069
Francis	727
Gordon	529
Jefferson	584
Randall[a],[b]	215
Sub-total	3,124
Jr. High School Programs housed in Elementary School Buildings	
Brent (Grade 7)	50
Eaton (Grades 7-8)	120
Hardy (Grades 7-8)	165
Sub-total	335
Grand Total, Junior High	3,459

---

[a] See Senior High level. The program at Randall for FY 1978 will not include 8th grade students.

[b] Continued recruitment for RAMS program may increase enrollment for September 1977. The number of students and staff of affected schools will have to be adjusted at that time.

2/77

Region II

SENIOR HIGH SCHOOLS

Public Schools of the District of Columbia

ESTIMATED ENROLLMENTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
School Without Walls	275
Wilson, W.	1,828
Sub-total	2,103
Sr. High School Programs housed in Junior High School Building Randall (Grades 10-12)[a]	129
Grand Total, Senior High	2,232

---

[a] Continued recruitment for RAMS program may increase enrollment for September 1977. The number of students and staff of affected schools will have to be adjusted at that time.

Public Schools of the District of Columbia

SUMMARY OF ENROLLMENT ESTIMATES, BY LEVEL, FOR SEPTEMBER 1977

Region III

Level	September 1977 Estimated Enrollment	
Elementary Schools	11,820	(FTE 11,110)
Junior High Schools	6,799	
Senior High Schools	3,860	
Special Education[a/]	37	
Total	22,516	

---

a/ This category includes students in officially recognized special classes or schools for the handicapped meeting in regular elementary schools. See page 30.

Region III

Public Schools of the District of Columbia

ELEMENTARY SCHOOLS

ESTIMATED ENROLLMENTS FOR SEPTEMBER 1977

School	Estimated Full-Time Equivalent Enrollment**				Estimated Headcount* Total Pre-Kgn. - Grade 6
	Pre-Kindergarten	Kindergarten	Grades 1-6	Total	
Aiton	21	35	469	525	580
Benning	15	25	315	355	395
Burrville	0	40	303	343	343
Carver	11	16	165	192	219
Davis[b]	24	50	488	562	616
Drew	20	74	659	753	791
Fletcher-Johnson[b]	13	25	493	531	568
Harris[b]	18	41	526	585	643
Houston[c]	19	32	474	525	574
Kenilworth	21	65	383	469	469
Kimball	0	48	759	807	854
Merritt[a]	16	32	349	397	426
Nalle[b]	18	33	414	465	514
Plummer	15	33	562	610	657
Richardson[d]	39	50	427	516	542
River Terrace	14	40	255	309	323
Shadd[b]	50	85	604	739	739
Smothers	21	60	327	408	429
Thomas[e]	37	47	601	685	767
Weatherless	43	80	579	702	702
Young	0	38	594	632	669
Total	415	949	9,746	11,110	11,820

[a] See Junior High level.

[b] When pupils are actually housed in Fletcher-Johnson, adjustments in enrollment will have to be made in Fletcher-Johnson and also in schools from which the students are transferred.

[c] Does not include 15 TMR students.

[d] Does not include 10 TMR students.

[e] Does not include 12 TMR students.

* Headcount is the number of different children.

**Full-Time Equivalent Enrollment is the number of students attending full day plus ½ the total number of different students attending ½ day.

Region III

JUNIOR HIGH SCHOOLS

Public Schools of the District of Columbia

ESTIMATED ENROLLMENTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
Browne	1,200
Evans[a]	1,170
Fletcher-Johnson (Grade 7)[a]	130
Miller[a]	1,190
Roper	1,080
Sousa	900
Woodson, C. G.	989
Sub-total	6,659
Jr. High School Programs housed in Elementary School Building	
Merritt (Grades 7-8)	140
Grand Total, Junior High	6,799

---

[a] When pupils are actually housed in Fletcher-Johnson, adjustments in enrollment will have to be made in Fletcher-Johnson and also in the schools from which pupils are transferred.

Region III

Public Schools of the District of Columbia

SENIOR HIGH SCHOOLS

ESTIMATED ENROLLEMNTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
Spingarn	1,808
Woodson, H. D.	2,052
Total	3,860

Public Schools of the District of Columbia

SUMMARY OF ENROLLMENT ESTIMATES, BY LEVEL, FOR SEPTEMBER 1977

Region IV

Level	September 1977 Estimated Enrollment	
Elementary Schools	9,474	(FTE 8,987)
Junior High Schools	2,799	
Senior High Schools	3,514	
Special Education[a]	64	
Total	15,851	

---

[a] This category includes students in officially recognized special classes or schools for the handicapped meeting in regular elementary schools. See page 30.

ELEMENTARY SCHOOLS

ESTIMATED ENROLLMENTS FOR SEPTEMBER 1977

School	Estimated Full-Time Equivalent Enrollment**				Estimated Headcount* Total Pre-Kgn. - Grade 6
	Pre-Kindergarten	Kindergarten	Grades 1-6	Total	
Blow	0	61	440	501	501
Bryan	19	29	315	363	411
Buchanan[a/]	9	23	208	240	272
Cook, J.F.	14	18	214	246	278
Edmonds-Peabody	41	61	240	342	342
Gibbs[b/]	0	45	417	462	476
Goding	18	47	375	440	474
Kingsman	19	19	298	336	373
Lenox[a/]	31	31	131	193	193
Logan	17	16	199	232	263
Lovejoy[c/]	25	26	176	227	227
Ludlow-Taylor	44	56	447	547	547
Maury	14	18	219	251	282
Miner	37	48	423	508	562
Payne	45	69	383	497	497
Simmons	20	64	400	484	484
Slater-Langston	0	19	208	227	227
Tyler[d/]	14	36	478	528	577
Van Ness[e/]	16	44	307	367	397
Walker-Jones	17	23	430	470	510
Watkins	20	16	195	231	266
Wheatley	20	80	537	637	657
Wilson, J.O.	54	70	534	658	658
Total	494	919	7,574	8,987	9,474

a/See Junior High level.
b/Does not include 9 TMR students.
c/Does not include 23 TMR students.
d/Does not include 20 TMR students.
e/Does not include 12 TMR students.
* Headcount is the number of different children.
**Full-Time Equivalent Enrollment is the number of students attending full day plus ½ the total number of different students attending ½ day.

Region IV

Public Schools of the District of Columbia

JUNIOR HIGH SCHOOLS

ESTIMATED ENROLLMENTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
Eliot[a]	830
Hine[a]	691
Stuart	530
Terrell, R. H.[a]	611
Sub-total	2,662
Jr. High School Programs housed in Elementary School Buildings	
Buchanan (Grades 7-8)[a]	107
Lenox (Grade 7)	30
Sub-total	137
Grand Total, Junior High	2,799

---

a/ If Buchanan does not have a seventh and eighth grade, staff and students will be transferred to Eli
Hine, or Terrell.

Region IV

SENIOR HIGH SCHOOLS

Public Schools of the District of Columbia

ESTIMATED ENROLLMENTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
Dunbar	1,587
Eastern	1,927
Total	3,514

Public Schools of the District of Columbia

SUMMARY OF ENROLLMENT ESTIMATES, BY LEVEL, FOR SEPTEMBER 1977

Region V

Level	September 1977 Estimated Enrollment	
Elementary Schools	10,060	(FTE 9,994)
Junior High Schools	4,398	
Senior High Schools	3,585	
Special Education[a/]	21	
Total	18,064	

---

a/ This category includes students in officially recognized special classes or schools for the handicapped meeting in regular elementary schools. See page 30.

Region V

Public Schools of the District of Columbia

ELEMENTARY SCHOOLS

ESTIMATED ENROLLMENTS FOR SEPTEMBER 1977

School	Estimated Full-Time Equivalent Enrollment**				Estimated Headcount* Total Pre-Kgn. - Grade 6
	Pre-Kindergarten	Kindergarten	Grades 1-6	Total	
Barnard	0	62	469	531	531
Bruce-Monroe	39	68	499	606	606
Clark	0	48	449	497	497
Cleveland	28	35	198	261	261
Gage-Eckington[c/]	27	65	393	485	485
Garrison	38	75	444	557	557
Grimke[b/]	0	26	162	188	188
Harrison	0	56	312	368	368
Lewis	0	29	251	280	280
Meyer	49	90	697	836	836
Montgomery	0	77	532	609	609
Mott[a/]	20	36	297	353	353
Park View	0	80	565	645	645
Petworth	21	63	269	353	374
Powell & Annex	35	58	401	494	494
Raymond	45	78	561	684	684
Seaton	10	35	467	512	557
Truesdell	0	86	580	666	666
Tubman	33	80	616	729	729
West[a/]	0	30	310	340	340
Total	345[d/]	1,177	8,472	9,994	10,060

[a/] See Junior High level.

[b/] Does not include 21 TMR students.

[c/] Gage-Eckington -- with the opening of the new building, there will be a transfer of students. At that time adjustments will have to be made in the enrollments of the schools affected.

[d/] Additional Pre-Kindergarten and Pre-School children are enrolled in classes supported by funds of outside agencies.

* Headcount is the number of different children.

**Full-Time Equivalent Enrollment is the number of students attending full day plus ½ the total number of different students attending ½ day.

Region V

JUNIOR HIGH SCHOOLS

Public Schools of the District of Columbia

ESTIMATED ENROLLMENTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
Banneker	745
Garnet-Patterson	422
Lincoln	983
Macfarland	1,060
Shaw	1,008
Sub-total	4,218
Jr. High School Programs housed in Elementary School Buildings	
Mott (Grades 7-8)	64
West (Grades 7-8)	95
Sub-total	159
Jr. High School Programs housed in Senior High School Building	
Roosevelt (Grade 9)	21
Grand Total, Junior High	4,398

Region V

Public Schools of the District of Columbia

SENIOR HIGH SCHOOLS

ESTIMATED ENROLLMENTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
Cardozo	1,835
Roosevelt[a]	1,750
Total	3,585

---

[a] See Junior High level

Public Schools of the District of Columbia

SUMMARY OF ENROLLMENT ESTIMATES, BY LEVEL, FOR SEPTEMBER 1977

Region VI

Level	September 1977 Estimated Enrollment	
Elementary Schools	9,170	(FTE 8,736)
Junior High Schools	5,861	
Senior High Schools	3,819	
Total	18,850	

Region VI

Public Schools of the District of Columbia

ELEMENTARY SCHOOLS

ESTIMATED ENROLLMENTS FOR SEPTEMBER 1977

School	Estimated Full-Time Equivalent Enrollment**				Estimated Headcount* Total Pre-Kgn. - Grade 6
	Pre-Kindergarten	Kindergarten	Grades 1-6	Total	
Brightwood	0	34	545	579	602
Brookland[a/]	19	23	346	388	430
Bunker Hill	0	46	403	449	449
Burroughs	32	24	455	511	551
Emery	38	100	577	715	732
Keene	0	49	413	462	462
Langdon	13	23	416	452	487
LaSalle	15	48	506	569	584
Noyes	0	49	433	482	482
Rudolph	0	107	590	697	697
Shaed	21	54	465	540	581
Shepherd	20	25	355	400	445
Slowe	0	25	415	440	464
Takoma[a/]	15	49	385	449	464
Webb	30	49	596	675	754
Whittier	19	40	557	616	674
Woodridge[b/]	0	31	281	312	312
Total	222	776	7,738	8,736	9,170

a/See Junior High level.

b/The opening of Fort Lincoln will affect the enrollment of Woodridge and an adjustment in figures will be required.

* Headcount is the number of different children.

**Full-Time Equivalent Enrollment is the number of students attending full day plus ½ the total number of different students attending ½ day.

Region VI

JUNIOR HIGH SCHOOLS

Public Schools of the District of Columbia

ESTIMATED ENROLLMENTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
Backus	685
Hamilton	850
Langley	850
Paul	800
Rabaut	1,080
Taft	1,168
Sub-total	5,433
Jr. High School Programs housed in Elementary School Buildings	
Brookland (Grades 7-8)	136
Takoma (Grade7)	195
Sub-total	331
Jr. High School Programs housed in Senior High School Building	
Coolidge (Grade 9)	97
Grand Total, Junior High	5,861

Region VI

SENIOR HIGH SCHOOLS

Public Schools of the District of Columbia

ESTIMATED ENROLLMENTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
Coolidge[a]	1,441
McKinley	2,378
Total	3,819

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a/ See Junior High level

Public Schools of the District of Columbia

ESTIMATES OF SPECIAL EDUCATION ENROLLMENT BY REGION[a] AND CITY-WIDE[b] FOR

SEPTEMBER 1977

Region[a]		
I	Congress Heights	25
	Washington Highland	30
II	Brent	10
III	Houston	15
	Richardson	10
	Thomas	12
IV	Gibbs	9
	Lovejoy	23
	Tyler	20
	Van Ness	12
V	Grimke	21
VI		0
		187
City-Wide[b]		1,113
	Grand Total	1,300

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a/ Includes students in officially recognized classes for the handicapped meeting in regular elementary schools.

b/ Includes students from all grade levels (K-12) on visiting instruction at home or in hospitals, as well as students in officially recognized schools for the handicapped.

Public Schools of the District of Columbia

ESTIMATED ENROLLMENTS FOR SEPTEMBER, 1977

School	Estimated Enrollment
CAREER DEVELOPMENT CENTERS[a]	
Phelps	544
Chamberlain	470
Washington, M.M.	480
Bell	242
Burdick	364
Grand Total	2,100

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[a] Includes full-time students in Grades 10-12 and special students.